Journal of Education.

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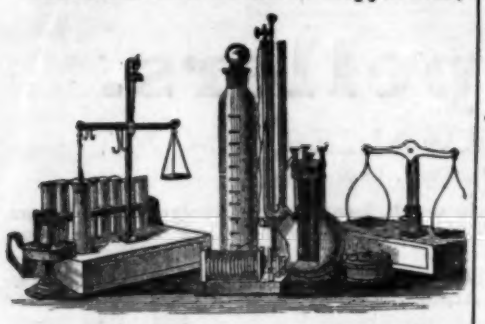

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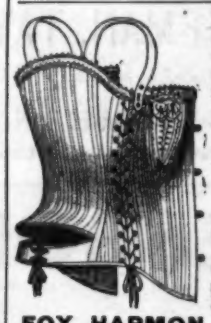

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WENDELL PHILLIPS.

[Died in Boston, Feb, 2, 1884.]

BY NORA PERRY.

Along the streets one day with that swift tread
He walked a living king,—then, "He is dead,"
The whisper flew from lip to lip, while still
Sounding within our ears the echoing thrill
Of his magician's voice, we seemed to hear,
In notes of melody ring near and clear.

So near, so clear, men cried, "It cannot be!
It was but yesterday he spoke to me;
But yesterday we saw him move along,
His head above the crowd, swift-paced and strong;
But yesterday his plan and purpose sped,
It cannot be to-day that he is dead."

A moment thus, half-dazed, men met and spoke,
When first the sudden news upon them broke:
A moment more, with sad acceptance turned
To face the bitter truth that they had spurned.
Friends said through tears, "How empty seems the town!"
And warring critics laid their weapons down.

He had his faults, they said, but they were faults
Of head and not of heart,—his sharp assaults
Flung seeming heedless from his quivering bow,
And heedless striking either friend or foe,
Were launched with eyes that saw not foe or friend,
But only shining far, some goal or end

That, compassed once, should bring God's saving grace
To purge and purify the human race.
The measure that he meted out he took,
And blow for blow received without a look,
Without a sigh of conscious hurt or hate,
To stir the tranquil calmness of his state.

Born on the heights, and in the purple bred,
He chose to walk the lowly ways instead,
That he might lift the wretched, and defend
The rights of those who languished for a friend.
So many years he spent in listening
To these sad cries of wrong and suffering,

It was not strange, perhaps, he thought the right
Could never live upon the easeful height;
Nor strange, indeed, that slow suspicion grew
Against the class whose tyrannies he knew,
But bitter and unsparing as his speech,
He meant alone the evil deed to reach.

No hate of persons winged his fiery shaft,
He had no hatred but for cruel craft
And selfish measurements, where human Might
Bore down upon the immemorial Right.
Ev'n while he dealt his bitterest blows at power,
No bitterness that high heart could devour.

How at the last this great heart conquered all,
We know who watched above his sacred pall,—
One day a living king he faced a crowd
Of critic foes; over the dead king bowed
A throng of friends whom yesterday were those
Who thought themselves, and whom the world thought, foes.

—*Congregationalist.*

PUBLIC OPINION.

— It is no business of the schools what the children do at home.—*Phila. Record.*

— As a study in rhetoric, Shakespeare is the best.—*W. Preston Johnson, La.*

— Cram stuffs up a pupil in early life, but emaciates him in after life. Therefore———.—*Educationist.*

— If it is desirable to make a man contented with a hard and hungry lot, then it is folly to educate his mind.—*The San Franciscan.*

— The public notion that any man or woman can do good work teaching ten hours a day, is borne of ignorance. Six hours, or at most seven hours' work a day, five days in the week, forty weeks in the year, is more than enough.—*Southwestern Journal of Ed.*

— What is needed is such a course of study, as by its discipline and generous culture shall, to some degree at least, fit one for any calling which, on mature reflection, may seem most congenial and obligatory.—*The Advance.*

America's Needs.—We are copying the methods of England and Germany in our schools. Their motive in teaching is to make good laborers of the common people; to keep them, if possible, from thinking. We want to teach our children to think; we want every boy to be a sovereign, and by-and-by, every girl.—*F. W. Parker.*

The abuses of a text-book are less deleterious upon the pupils than the abuses of oral teaching, although it is a favorite topic for essays and ridicule by immature teachers. It is far less harmful for the pupil to repeat language not fully understood than to sit comparatively idle half the time, and listless under the teacher's talk the other half.—*Practical Teacher.*

School Pronunciation.—We have often heard it said "you can tell she's a schoolma'am by the way she talks," and we have regretted it. It cannot be denied that a superficial use of the dictionary and the prevalence of a silly idea that the usage of our best speakers is not entitled to recognition, have made too many of our teachers "affected."—*Ed. Weekly, Ind.*

Less Haste.—Kindergarten enthusiasts would not allow children to learn to read and write until they were seven or eight years of age. We would not wait so long as that; but we are confident that children would gain in intelligence, in the long run, if we were not in such a hurry to teach them the three R's.—*School Guardian, Eng.*

— The drill sergeant can produce in a given time certain patent and valuable results; but under his drill moral results are rare, and hardly contemplated. A perfect drill and a low morality are quite compatible. And so it may be in the school, if there do not stand before the mind of the teacher a lofty ideal of training, to fall beneath which would be humiliating failure.—*Dr. H. Callenwood, Scotland.*

Study, not Play.—A well-regulated school-room is not a play-house. The æsthetic tendencies of the new education are well enough in their way and place, but the frame does not make the picture, and polish does not change the nature of the wood it ornaments. Behind all the glamour and gloss of adornment there is the true character with its standard of worth, its qualities of wear and toughness which can only come from hard, patient, faithful work. It would be a terrible calamity to expend all the efforts of education in producing only superficial glitter and a specious, plausible mask behind which was the true face simpering with folly or stolid with insensibility—*La. Journal of Ed.*

An Essential Condition.—The disciplinary effect of a study may be seen in its bearing on a special mode of mental activity, as the memory or the reason; or it may raise the whole tone of the spirit without lending a special invigoration to any one part. In other words, the disciplinary value of a subject may be either *specific* or *tonic;* and all real culture subjects must have this tonic disciplinary value. So, though geography, literature, and history have but a moderate practical value, and are mainly "memory subjects," still they hold a high rank in a liberal course of study by virtue of their tonic disciplinary value. They are the culture subjects *par excellence.*—*W. H. Payne.*

Education and Knowledge.—It cannot be too often urged, nor too emphatically impressed upon every teacher, that there is a marked difference between education and knowledge. Education, in its true sense, is developing and strengthening all the faculties of the youthful mind in perfect harmony, so that none be dwarfed or overstrained; while knowledge is simply furnishing facts and truths as materials and elements for rational thoughts. One of the first, if not the highest, aim in education should be to lead a child to think and reflect, to govern and control himself. Until this is learned, but little that is valuable is accomplished. The primary truth should be persistently taught in every school, that self-reliance and self-control form the only substantial basis of a noble character, and that it is upon the energy of will, developed and invigorated by careful training, and wisely directed, that success in life mainly depends.—*Supt. D. Leach, Providence, R. I.*

Male Teachers.—No school secures the best training whose corps of teachers does not include a due proportion of both men and women. This remark is no reflection on the lady teachers, unless it is a reflection to say that, as in other characteristics, so in the matter of pedagogical functions, they are not possessed of all that belong to the human race, both men and women. In many respects women are superior as teachers, and if it were decreed that the common schools should be intrusted exclusively to one sex, ladies no doubt have more of the qualifications needed for the trust. We hear much of the boasted superiority of German schools, and it is generally admitted that their excellence is largely due to the greater number of male teachers employed. Even in Spain I see that a recent teachers' convention held at Madrid registered 827 men present, and 205 women. In a New England teachers' meeting the ratio of men varies little from that of a ladies' sewing-circle.—*Supt. G. A. Littlefield, R. I.*

THE YOUNG LADY AND THE SMALL BOY

BY A. D. MAYO.

Plato says, "*A boy is the wildest of all wild beasts;*" and it cannot be denied that there is a good deal in one side of Young America to justify the estimate of the Grecian sage. But there is "a balm in Gilead" for every human bruise. Providence has given us the natural remedy for the Small Boy disease, in the Big Girl. The small boy is the natural tyrant of the little girl, but the big girl always has "the inside track" with the bad little boy. After all, nobody in the world, neither papa nor mamma, pedagogue nor parson, even policeman, is half so influential with the average boy under 14, as his big sister, pretty cousin, or youngish maiden aunt. There is about each of these dear creatures, if really superior, a flavor of the infinite grace and glory of maidenhood which captures every boy who is not a brute, and leads him, a willing captive, in silken bonds of beauty, truth, and love. No earthly being, not even the mother, is so near the small boy as the maiden older than himself, yet drawn to him by the subtle sympathy of a youthful spirit. If truly womanly in culture, character, and manner, she bends above the boy with a gracious superiority, to which he bows with the highest instinct of the manhood to which he aspires. Unconsciously he presents the best of himself to her; his jealousy of restraint is not aroused in her presence; and, through that turbulent period, when he is a trial even to the mother that bore him, he is most easily lead and wisely guided by this potent spell.

Dear girls, you do not half realize that your finest opportunity to stamp yourselves on the coming society, and shape the Nation's new life, is this providential relation to the small boy. Begin, to-day, to indulge your own selfish desire to be left to yourselves; drive away this rough and dreadful little rascal that breaks in upon your girl-parties, musses your fine apparel, sees through your little shams, disturbs the reading-circle, and injects a war-whoop into your piano lesson, and you may have your little feminine world all to yourself for a few years. Meanwhile, you have done your part to fix that boy's ideal of womanhood; to make him despise her as selfish,

frivolous, and unworthy the serious companionship of the upper story of his manhood. Deprived of that peculiar guidance you might acquire, he grows up into that very peculiar style of young man who goes about his business, his pleasures, and his plans in life with perfect unconcern to the opinions of his young-lady friends, and marries the woman who is content to be the "annex" of his majesty and the slave of his obstinate and whimsical manhood. When young ladies tell us they "have no influence over young men," we know that means that they have neglected their greatest opportunity to be the best friend of their little brothers, and surround themselves with a circle of devout admirers among the small boys. Dr. Johnson said, "A Scotchman is a capital fellow if caught early." The secret of woman's influence over man is for the superior young woman to work upon the boys, as sister, teacher, always the dearest friend, of the man that is to be.

PHYSICAL CULTURE IN SCHOOL.—(III)

BY THE AUTHOR OF "PRESTON PAPERS."

Air.—(Continued.)

[See JOURNAL, April 10.]

Teacher.—How many of you, now, find it as easy to breathe through your nose, as it was yesterday to do it through the mouth. Very few of you, I see, raise your hands in answer. Well, what seems to be the difficulty?

Pupil.—It is easy enough, if I could only think of it.

T.—That is just the trouble with most of us; *we do not think enough*, and as a result we are constantly leaving things that belong to one organ of our bodies to be performed by some other, and before we are aware the whole system suffers from the want of a little thought. We breathe through the mouth instead of the nose, and the cold air, rushing in before partially heated, as it would be if taken in properly, irritates throat and lungs, and just in that proportion overworks and distresses them. Dust and impurities of the air add to this, and render those organs even more sensitive than before. We do not chew our food properly, leaving the work that should be easily done by the teeth, to be performed by the over-worked, and generally overloaded, stomach. I will not stop now to mention others, for to-day I was to tell you more about *how to breathe.* (At the "silent signal" all rise)

Now *fill your lungs.* Take in just as much air as you can. More, more, more. There, now *expel* it. Let out all that you can. Now try this when you go home to-night. Get a tape-measure, or a string, and have some one pass it around your chest when the lungs are full; have it done again when they are empty, and the difference will be your *lung-expansion.* Some of you will find two or three inches; many of you, especially the girls, will not make the difference of an inch, owing partly to a wrong system of dressing, which will come up hereafter. You will find it quite interesting if you choose to watch the increase of lung-expansion. Make a note, in a blank-book, of your first measurement. Then keep up the experiment of full, deep breathing *every day*, and at the end of a month measure again, and record it. I notice that many of you, especially the girls again, do not breathe much below the chest. This is wrong. *Get your breath from the lower part of your trunk* all that you can. One other thing I want to speak of right here. You cannot get a full breath in a cramped, doubled-up position. *Stand erect; sit erect; hold up your head, and keep your chin and shoulders thrown well back,* to give your lungs room to work in.

P.—I don't see what the chin has to do with breathing.

T.—Very much. I am glad you mentioned it. Now all of you please hold your chins well back,—so. How many of you felt your shoulders going back at the same time? Nearly all. Now try it again, and just watch how almost unconsciously you straighten your entire spine at the same time. That is good. I see you look pleased at the discovery. It is a trifle to remember, but many other things are governed by it, more or less. Remember this,—when at your desks, particularly when writing, *do not stoop.* Sit back as far as possible in your seats, with chin and shoulders thrown back to give your lungs free play. And now, before you sit again, I want to test your *power* of breathing. You may be so circumstanced, some time, that your very life will depend on the control you have over your breath, and it is only by practice that you gain power in anything. When I give the next signal you may all fill your lungs as full as possible,—*with closed mouths,*—and see how long you can make that amonnt of air serve you without renewing. I will time you, and as fast as you find yourselves beginning to *inspire* again, you may be seated, and I will tell you how long it has been. (Signal.) One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen seconds! Jane, you did very well, much better than some of the boys. You may each make a minute of this in your blank-books, and in a month from now we will see what progress we have made.

A few more words about "air," and then we will take up our second great necessity, "food." How many of you ever go to sleep in church? A few hands are raised, I see; but perhaps more of you have seen some one else do it? Ah, now I see all your hands! Well, this is not all owing to dull sermons, or stupid listeners. Much of it is from the want of pure air. So many people in so small a space will soon use up all the oxygen, and at the same time give off carbonic-acid gas with every outward breath. The effect of the impure, or, as we say, "vitiated" air, shows itself first in drowsiness. If it ended here, it would be well; but it does not. It goes all through our system, and produces headaches, lung troubles, and fevers: not all at once, but gradually. I saw a young lady faint in chapel one morning, when I was at boarding-school; and the doctor who was called to attend her said that it was due entirely to want of good ventilation in the chapel. It was a cold morning, the janitor had been a little slow about his work, and on coming to this room, found he must hurry to get it ready for us, and so paid no attention to the first real necessity. If he had only known it though, it is much easier to heat a well-ventilated room than one that is not. You remember that I told you to try breathing into a jar or wide-mouthed bottle, and then holding a lighted match in it. The carbonic acid present will not allow the match to burn,—so in a room where the air has been vitiated, and even life ceases if the air becomes too heavy with it. This once happened in an emigrant-ship. The poorer ones were all crowded into one room and the hatchways closed, and when opened but very few were living. Perhaps you have heard of the Black Hole of Calcutta; if not, look it up in the cyclopædia and read about it.

Now, how many of you find yourselves dull, stupid, perhaps "headachy," in the morning? Why, nearly all of you! I am surprised! After a good night's rest you should waken refreshed and bright. Try opening your windows, ever so little, to-night when you go to bed, and tell me to-morrow if you find any difference. What is it, Theodore?

Theodore.—My mother would not let me do that. She says the night air is not good for me.

T.—It isn't if it is loaded with air that you have breathed and rebreathed over and over again. Night air is the only air we *can* have at night; and the purer it is, the better for us. I am so much accustomed to clean air myself, that I cannot feel easy to go to bed with my window entirely closed.

P.—I thought you said the impure air in church made us go to sleep.

T.—Yes; but is not a natural, healthy sleep. It does not renew the strength and repair the waste that is constantly going on in our bodies. It is more of the nature of decay or death; for, sooner or later, we should die if left to breathe air that has already been used for that purpose.[1] And that reminds me to say something else. How many of you know whether or not your beds are aired every day? A few of the girls do, I see, and all of you *can* if you choose. Throw off all the blankets and coverlets as soon as you get out of it. Take off the pillows, and, as soon as you are ready to leave the room, open the doors and windows wide. It will only take a few minutes every day, but it may add years to your life.

P.—How can it?

T.—The quantity of watery vapor given off by the lungs varies from 16 to 20 ounces.[2] Divide this by the number of hours you stay in bed and you will see how much has been absorbed by the bed and clothing, and that, therefore, they need purifying before re-using. The same is true of your personal clothing. The pores of your skin (you may come to my desk after school and put your finger under my microscope to examine the pores) are found all over your body. Through these is constantly passing a vapor, or, as we call it when flowing freely, "perspiration," amounting in a grown person to nearly two pounds per day![3] Unless this is counteracted by means of pure air, allowed to circulate freely through the clothing, it becomes a means of ill-health, in a greater or less degree, in proportion to the amount of waste. I think I must stop now, but some of this will come up again when we discuss "clothing."

[1] Hutchinson's *Physiology and Hygiene*, p. 132.
[2] Hitchcock's *Anatomy and Physiology*, p. 255.
[3] Steele's *Fourteen Weeks in Physiology*, p. 73.

STORY-TELLING.

That everything has an influence for good or evil is unquestionable. If, as you may think, there be such a thing as a neutral influence, that must be evil; for where every moment ought to count either for hearty, useful play, or equally hearty work, time passed of which the result is neutral must be lost, for it should have been pronouncedly good.

Do not think by this that I mean that we should dose ourselves or others, child or adult, strictly watching to see that there is some definite gain of knowledge to every moment.

A good game of blind-man's buff, where gentle kindliness is present through the scramble, where selfishness is a stranger, has a decidedly good influence, though a different one from the thoughtful consideration of some mental problem. Just as diverse are the results as the causes.

Our time is God's; though given to us freely and without restriction, the results should be such as would make a grateful return to Him. Every small or great, menial or noble, action of our lives has some influence upon this return.

In our work of education how great is the importance of this truth! How we should watch and study, rightly to regard it in our work with the little ones. In kindergarten, family, or school, how frequent are the little matters neglected, little offences and clouds carelessly treated, little spaces during the change of exercises lost, which without strain might be made great opportunities; — great, inasmuch as everything which has to do with the formation of character is great,—great to the educator who learns to look at every detail in his work under the microscope of careful thought.

In this light we would introduce the common subject of story-telling. What an inroad we have here into the minds and hearts of our children! So certain is the appetite for their pleasure that we cannot be too careful how we satisfy it. Even in kindergarten, where we hope it is rare (we know it to be only *rare*) to find stories so exciting or morbid as to give real mental dyspepsia, they are too often of an aimless, spiritless character, leaving no germ of good or truth ready for growth, nothing but a few minutes *passed.* (The word is fitting, and we feel it will come home to many a conscientious, willing worker.)

Our educational principles are the only true guide in this matter, as in all others: "*From the known to the unknown.*" In education, what we want is to make clear impressions, deepening into perceptions until they become conceptions.

Everything enters the mind through the senses; therefore the little child only really appreciates what is more or less similar to its own experience. From the simple to the complex can be applied so readily that explanation seems unnecessary. The child has not yet experienced the complex, therefore he cannot conceive it. No more can he digest a complex mental meal than he could a complex physical meal.

Our first deduction, then, is to tell *simple* stories of *known* things. Let us see, now, what work can be done

by such story-telling,—what, that is desirable, can be cultivated: 1. Sympathy. 2. Discrimination of judgment. 3 Observation. 4. Concentration.

Guarding against undue ascendancy in any direction, encouraging the children to consider, suggest, and intersperse, we can greatly increase the usefulness of this pleasure to them.

It does not seem wise to tell many stories. Have a few purely fine ones, and repeat them, each time dwelling on a new point, adding fresh ones at intervals.

Allow the children to take active part. Without this the work cannot have its full influence for good. Bring them into sympathy with animals by stories of their lives.

Lead them to watch for stories in their own lives and the lives of those about them, and then help them to relate to you and their little companions, as you have done to them.

We feel that this part of your work has been somewhat slighted; that it has not been given the place which belongs to it. At least a little extra consideration will show us whether or not this is true; whether, without taking any more time for story-telling than we do already, we cannot make our stories more useful in our work with the children.

A KINDERGARTNER.

GEOGRAPHY.

BY CHAS. F. KING, LEWIS SCHOOL, BOSTON.

XIII.—APPARATUS.

(Continued from p. 276, Nov. 1, 1883: p. 358, Dec. 6, 1883; p. 373. Dec. 13, 1883; p. 37, Jan. 17, 1884; p. 196, March 27, 1884)

In the "Arrangement of Topics in Classes," presented in the last four articles, we have specified certain charts, outline maps, etc., which have proved to be helpful in imparting a knowledge of geography, or in awaking an interest in the study among the pupils. In this article the use, preparation, and cost of some of this apparatus, will be explained.

It is not expected every teacher will at once furnish himself with all the helps suggested, much less obtain from his school board, or read, the first year, all the books catalogued. These lists are made as comprehensive as possible in order that selections may be made suitable to variety of tastes and change of circumstances. Every teacher is, however, strongly urged to try some *one* of the helps mentioned, that he may learn from his own experience, the wonderful interest aroused by the simplest object, map, picture, or chart.

One day a poorly dressed boy handed his teacher a unique advertisement of the "Rock Island Route" in the form of a first-class passenger ticket around the world, supposed to be issued by the Chicago, Rock Island, and Pacific Railroad, containing nineteen coupons, showing in large letters the important places on the route and their distances from one another. This simple strip of paper afforded the teacher an opportunity for a ten-minute talk on, and study of, "a trip round the world in ninety days." (See *Round the World in* 124 *Days*, by R. W. Leyland, 1880: Bates Hall, 2265.67.) The class traced the route in ink upon Mercator's map, and added the distances from place to place to find the circumference of the globe by actual travel. That class became so interested in the exercise that it is not likely ever to forget how the world is to-day circumnavigated.

Advertisements that can be obtained for the asking often contain plans, maps, or pictures of immense value in the school-room. John James & Sons issue a little advertisement of their celebrated needles, containing as good a picture of Shakespeare's house as one often sees. Davis, Sacker & Perkins, wholesale grocers at 5 Haverhill street, Boston, Mass., will send to teachers, upon application, their set of colored cards, showing the natural tree and fruit of the different spices. Jackson & Co., gentlemen's hatters, 59 Tremont street, Boston, present their patrons and friends with an envelope containing twelve excellent pictures of the various buildings in Harvard University.

In teaching the United States great help is obtained by showing the class a variety of maps, such as can be procured free from the different railroad companies. Teachers will do well to send for the following: Chicago & Northwestern; Chicago, Burlington & Quincy; Chicago, Milwaukee & St. Paul,—all having their main offices in Chicago; Northern Pacific (Charles S. Fee, general agent St. Paul, Minn.); Grand Trunk (Montreal, Canada); Atchison, Topeka & Santa Fé (Kansas City). The generous free offer to teachers by the Chicago & Alton Railroad, of their very fine "Standard Time" map should not be neglected (James Charlton, agent, Chicago).

Transfer maps, the invention of Charles F. Adams, of the Worcester Normal School, are very helpful, and easily made in the following manner: Trace from a good wall map, the desired size, the map of a country; as, for instance, that of the United States, with all the State boundaries, rivers, mountains, lakes, etc.; produce this upon a large sheet of manilla paper, reversing the sides so the eastern boundary,—the New England States, etc.,—will be on the left and California on the right, north being still at the top. For permanence mark the lines in ink, then line in heavily with common colored crayons, using the brightest colors,—blue for the coast, green for the mountains, red for the boundaries of the States, etc. Then moisten the blackboard with a wet cloth, and press the crayoned map upon the moistened surface. Upon removal a perfectly formed map will be seen, only needing to be lined in to make it stand out more emphatically. The manilla paper thus prepared can be used over and over again by occasional renewals of the crayon. In this way the teacher can, in a few moments, place before the class a perfect map for the various purposes of topical instruction.

A still more useful map is one in which the lines are *painted* so that the crayon can be used over them for writing or drawing additional lines. One of the best ways of doing this is to have the outlines of the map most used in the room painted upon the board in old gold color. This color will enable the board to be used for other purposes. Still better is Mr. Lyford's way of having extra movable blackboards to hang over the regular boards, containing the outline-maps in painted lines old gold color. The surface of the blackboard possible in a room is thus greatly enlarged. Those who cannot afford the extra blackboards will find the cloth blackboards excellent substitutes and more easily handled. The cloth blackboard, all mounted, is for sale at the Boston School Supply Company, 15 Bromfield street. The $1.50 size is the best for North America. This cloth is, of course, a blank; but any teacher can make the outline of the map by drawing or tracing from another map, making lines first in crayon, and when perfected, paint with a bright color in oil. One color is sufficient, for the map should be very simple, with few lines, so as to leave plenty of room for writing names of places, productions, and the like, upon it.

Charts will be found of ever-increasing value. The best are printed upon white cloth, but these cost too much. Manilla paper, written upon with ink, answers every purpose. Manilla paper is for sale, at retail, in various places in Boston. Charles B. Botsford & Co., No. 25 Hawley street, sell good paper for 10 cents per yard, 36 to 48 inches in width; or by the roll for 10 to 15 cents per pound. The rubber pen, sold at rubber stores for 15 cents, works well on this paper after the side-creases in the pen have been enlarged so as to hold more ink. Dip and write as with ordinary pen; there is no danger of blotting. The chart is easily mounted by carrying the top of the paper over a half-inch stick, and fasten with brass headed tacks; then carry bottom twice round one-inch pine roller, and fasten with common tacks. One eyelet in the centre of top stick will hold the chart. If a similar eyelet is screwed into the picture-moulding in front of the class, and a linen cord run through it, the teacher will have a convenient method of raising and lowering pictures, charts, or maps, whenever they are needed for instruction. The eyelet and cord cost about five cents; the janitor will, doubtless, be happy to arrange it for the *lady* teachers, who, after using it, will wonder they taught so long without such a simple contrivance.

The *Standard Letter and Invoice File* (price, 50 cents, at Knight, Adams & Co.'s, 14 Milk street, Boston), makes the most perfect scrap or picture album.

In the next article the use of pictures will be considered.

CLASSICAL DEPARTMENT.

All communications for this Department should be sent to the Editor, PROF. E. T. TOMLINSON, Head master Rutgers College Grammar School, *New Brunswick, N. J.*

PARTICULAR METHODS OF PROMINENT TEACHERS.

We have recently received letters from several prominent classical teachers in which they have outlined the points in teaching upon which they lay especial stress in the class-room. We present in a condensed form the main features of several.

One teacher believes most earnestly in the benefits derived from boys learning *verbatim many* selections from the authors read, in particular from Cæsar and Cicero. From the former author many chapters are memorized and made the basis of comment, conversation in Latin, illustrations of special constructions, etc. He thinks an accurate insight into the Latin tongue is obtained by learning Latin directly, as it can be in no other way. Many teachers use this same method in Latin, but doubt its efficiency in the study of Greek, because of the much larger amount of time and nervous energy required in memorizing Greek.

Another teacher does not believe in the present common method of teaching Latin Prose Composition. He thinks the most of the books use sentences that have to be translated into unnatural and often impossible Latin. Hence he takes some author whose works they have read, — commonly Cæsar or Cicero. He gives the class, in a literal and at the same time good English form, the translation of passages which have not been read in class, and requires a translation of them into Latin. He then brings the original into class, and compares with their work. Being familiar with the general style of the author already, the class readily translate and gain a knowledge of genuine Latin.

[The Editor of this department would say that, from his own experience, he heartily approves of this method, but believes its use should be largely supplementary, because if taken as the sole method it fails to develop a systematic and difinite knowledge of the principles underlying the Latin tongue. He uses it frequently as an oral exercise, taking the review-lesson as the basis of work]

Another teacher places special stress upon review translations, believing that the increased interest felt and manifested in the study of English to-day can be best aided by the careful translation of familiar Latin. He explains the genuine force of special constructions, and states the different ways in which they can be best rendered into English, and then insists upon careful attention being paid to these details in class. When studying Latin poetry he makes a careful study of metres, and often has metrical translation prepared by the class, occasionally publishing the best in some of the local papers. He believes that even in preparatory schools, Latin should be studied not to get boys into college, but for the advantages it affords *per se*.

Still another teacher has a different method for the latter part of the year from what he has during the former. At the beginning of the school year, he spends much time in parsing, giving the details connected with each word. He gradually ceases to require so much parsing, insists upon better translations, and by the close of the year all or nearly all the time is devoted to translation. He claims that the object of parsing is to prepare for careful and accurate translating, hence his work in the early part of the year prepares directly for that which follows.

[We shall from time to time present the views of other teachers. We shall be glad to receive communications giving any new methods, or careful statements of old.—EDITOR.]

EXERCISE FOR SIGHT TRANSLATION.

Extract from Cicero's letters: text of *Baiter* and *Kayser*.

Scr. Romae mense Februaris a. v. c. 710
Cicero Curis S. D.

Facile perspixi ex tuis litteris, quod semper studui, et me a te plurimi fieri et te intelligere, quam mihi carus esses; quod quoniam uterque nostrum consecutus est, reliquum est ut officiis certemus inter nos, quibus aequo animo vel vincam te vel vincar abs te. Acilio non fuisse necesse meas dari litteras facile patior; Sulpicii tibi operam intellego ex tuis litteris non multum opus fuisse propter tuas res ita contractas, ut, quem ad modum scribis, nec caput nec pedes: equidem vellem uti pedes haberent, ut aliquando redires. vides enim exaruisse iam veterem urbanitatem, ut Pomponius noster suo iure possit dicere, 'nisi nos pauci retineamus gloriam antiquam Atticam.' ergo is tibi, nos ei succedimus. veni igitur, quaeso, ne tamen semen urbanitatis una cum re publica intereat.

NOTES AND QUERIES.

A correspondent from Delaware wants to know the case of *curru*, Vergil's *Aeneid*, Book I. line 156.

Ans. — Curru is the contracted form of the Dative. See *Madvig's Latin Grammar*, §46, obs. 3. Also note in Greenough's *Vergil*.

Another correspondent from Pennsylvania wants to know what Latin grammar we would recommend.

Ans —While the editor has a decided preference, and is perfectly willing to state it individually, he hardly deems it proper to use the columns of the Classical Department to advocate any particular book. With the number of worthy grammars now before the public, a teacher can certainly find one with which good work can be done.

— The doctor of a prominent insurance company says the best kind of risks they take are those of college professors.

THE SUMMER SCHOOL OF TRAVEL FOR AMERICAN TEACHERS.

THE ALASKA EXCURSION.

BY SHELDON JACKSON.

XII. — British Columbia.

Leaving Port Townsend, the steamer crosses the Straits of San Juan de Fuca in a northwesterly direction, and rounding a rocky point, is in the small inner harbor of Victoria, the capital of British Columbia. Low rocky headlands jut out in every direction, forming many beautiful and picturesque building-sites, and affording sheltered coves for pleasure boats. Indian canoes, some of them 30 feet long and 4 feet wide, made from a single log, can be seen crossing and re-crossing in various directions. The large, or outer harbor, for ocean ships, is at Esquimalt, four miles distant.

Victoria has a population of about 5,000. Originally an Indian village, gathered around a trading-post of the Hudson Bay Fur Company, it grew under the stimulus of the discovery of the Fraser and Cariboo gold mines to a population at one time of 12,000. Outside of the government buildings and churches there are but few of the better class of business or residence buildings. However, the cottages embowered in ivy and honeysuckles, with their lawns in many places running down to the water's edge, give a pleasing and homelike appearance to the place. But what Victoria lacks in architecture is made up in Macadamized roads. These were built at an expense to the Government of $1,500,000. These drives, leading now past the flower-yards of the city or charming country-seats of the suburbs, then through clumps of pines and around rocky knobs along the beach or down to the outer harbor at Esquimalt, with their occasional views of harbor and shipping, or broader views of Puget Sound, or snow-covered Olympian range of mountains beyond, are very attractive.

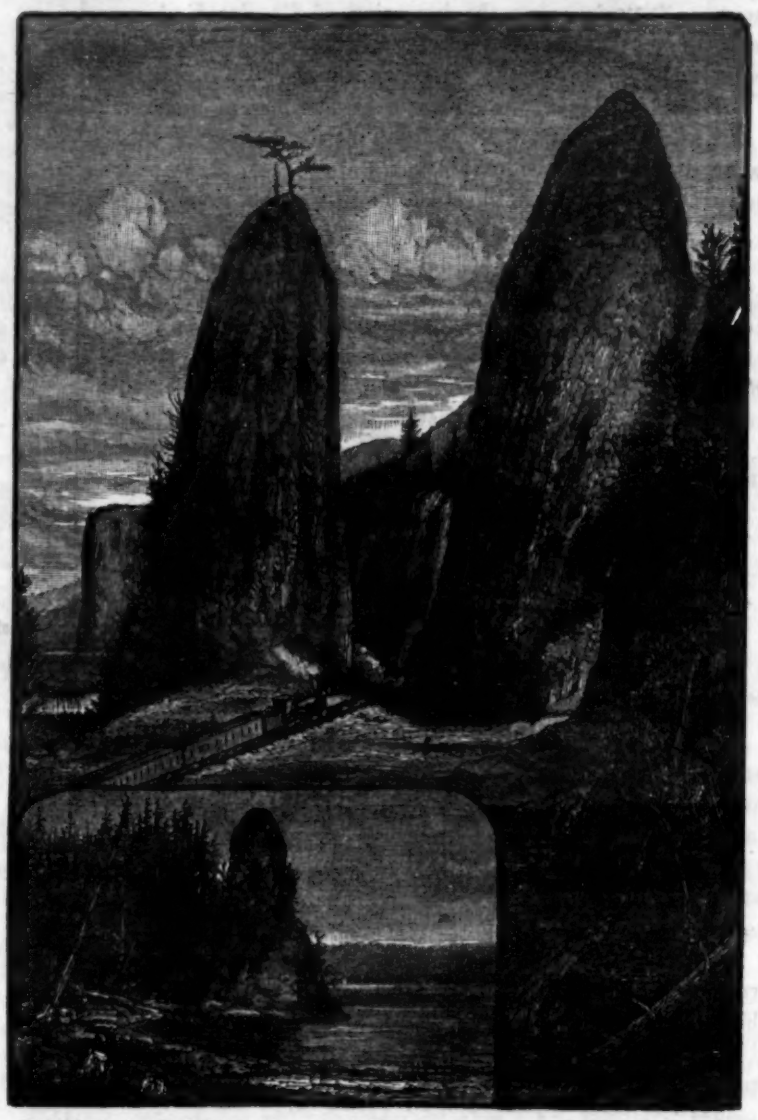
Victoria, at the south end of Vancouver Island, is not only the political, but also the commercial, social, and religious center of British Columbia. It is the home of a bishop of the Established Church of England, a bishop of the Reformed Episcopal Church, a bishop of the Roman Catholic Church, two strong Presbyterian and three Wesleyan Methodist churches.

British Columbia is divided into two distinct sections, Vancouver Island and the mainland. These were constituted British colonies, the first in 1849 and the second in 1866, and in 1871 the two became the western province of the Dominion of Canada. The crest of the Rocky Mountains forms its eastern boundary line. Vancouver's Island is three hundred miles long, with an average breadth of from thirty to fifty miles. It is covered with mountains, some of them six thousand feet high and crowned with snow. It has many arable valleys, with lakes, streams, and springs. Settlements have been made at only a few points.

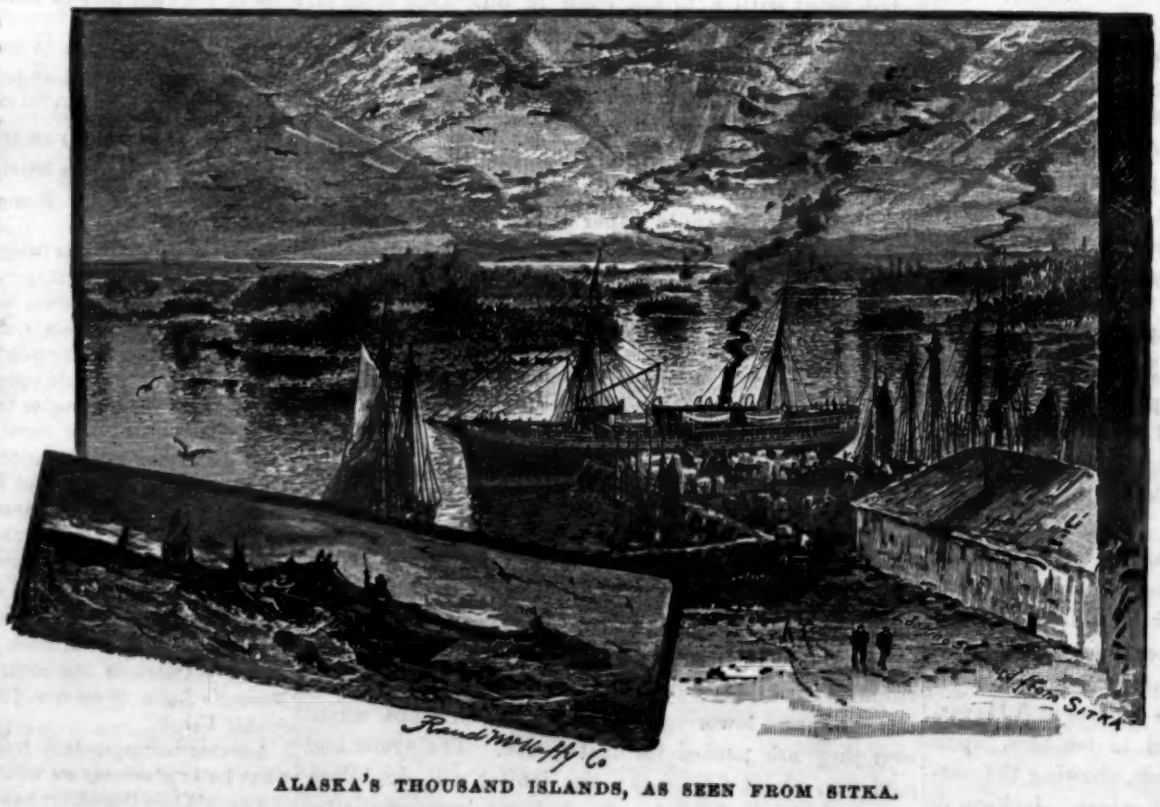
The mainland contains an area stretching 420 miles from north to south, and 600 miles from east to west. The western portion, along the coast, has a moist, loamy soil, with luxuriant vegetation. The eastern section is more open, with extensive plains and valleys, covered with rich bunch-grass. Large portions of it have much the appearance of Montana and Wyoming. The western portion is much cut up with the Cascade range, which here rises to an average elevation of 7,000 feet, with towering volcanic peaks. From the main range, rugged mountain spurs run in a westerly and southerly direction to the sea. Deep, gloomy sea-inlets run up between these giant spurs, and the overflow of far inland lakes pours over mountain precipices. In addition to the agricultural and horticultural resources, the fisheries, coal and lumber interests are already very great, and can be increased almost indefinitely.

The citizens claim that their climate is more favorable for farming, and more healthy and enjoyable than California; that their wheat, barley, and hops beat those of California, and their root-crops those of Oregon; that they have more and better coal, finer harbors, superior fish, and sounder and better lumber than any other portion of the Pacific coast; that horses, cattle, and sheep pass the winter unhoused and uncared for, and, as a rule, come out in the spring in good condition; that the winters are mild, snow seldom falling to any depth, and never lying long. The present population is 15,000. There are resources to attract and sustain more than 15,000,000. British Columbia, with resources only second, if not equal to her sisters, Oregon and California is an empire in and of herself.

Ample time having been afforded to see Victoria and enjoy its charming drives, the whistle sounds "all aboard," the ropes are thrown off, and the steamer slowly drops down the harbor. Passing out into Puget Sound, and turning eastward and northward, we entered upon a series of channels and straits, which make up the wonderful "inland passage" to Alaska. But few Americans realize that the largest ocean ships can travel from Puget Sound northward in salt waters for over 1,000 miles without ever getting out to sea, and only in crossing two or three small sounds feel the ocean swells, the entire voyage being but little different from river navigation. But such is the case. Passing eastward from the harbor of Victoria, and then northward, a sail of thirty-five miles through Haro Strait, Swanson Channel, and Active Pass, winding in and out among a thousand islands, brings to the broader Straits of Georgia, upon the west shore of which Nanaimo is situated. Entering Haro Straits, off to the eastward is San Juan Island, so long in the boundary dispute between the United States and England.



PILLARS OF HERCULES & ROOSTER ROCK, COLUMBIA RIVER.



ALASKA'S THOUSAND ISLANDS, AS SEEN FROM SITKA.

Along the shore is noticed an old canoe with one end resting on a small stump. It is the coffin of an Indian chief. Depositing the dead in canoes, and elevating the canoes on a scaffold or in the crotch of a tree, was a common method of sepulture on Puget Sound among the Indians. Now and then we pass small Indian villages, with their low plank huts.

Entering the Straits of Georgia, the steamer keeps near the west shore, in plain view of the great primeval forests of the North Pacific Coast. The largest and most valuable forests remaining in the country, are on the coast from Washington Territory through British Columbia to Mount St. Elias, Alaska. The leading varieties are cedar (*Thuja Gigantes*), Douglas pine (*Abies Douglasii*), hemlock, maple, alder, whitepine, and spruce. Spars for vessels are now being transported from the forests of Puget Sound around Cape Horn to the ship-building yards of New England.

The first stop made is at Nanaimo, a village of about 2,000 inhabitants, supported by the coal-mines at Departure Bay, near by. The mines at this point furnish coal for British Columbia, California, and Alaska. Like Victoria, Nanaimo was originally a trading-post of the Hudson Bay Fur Company. Years ago the post of 200 inhabitants successfully repulsed an attack of 8,000 Indians.

The old block-house still stands. The Presbyterians and Wesleyans each have a church here, and the Wesleyans an Indian mission in the neighborhood.

At Nanaimo the steamer takes on board a sufficient supply of coal to last for the entire trip to Alaska and return. This is the last point to the northward reached by telegraph lines and at which a newspaper is published,—the last landing made by the ordinary mail-steamer until she reaches Fort Wrangell, nearly 1,000 miles to the northward. When the steamer passes out of the little, land-locked harbor of Departure Bay, at Nanaimo, the excursion turns its back upon the civilized world,—no morning paper, no telegraphic dispatches, no news of any kind from the world left behind until the return of the steamer nearly a month later.

A MODEL WESTERN TOWN.

GRINNELL, IA., FOUNDED BY HORACE GREELEY'S "GO WEST, YOUNG MAN."

A Springfield (Mass.) clergyman has lately received an interesting letter from the founder of Grinnell, Ia., describing to some extent the success of a notable temperance experiment with real estate there, from which the following extracts are made:

"Mrs. Grinnell, a daughter of Deacon Chapin, and a native of Springfield, has been in earnest sympathy with our pioneer radical efforts in molding our city and society in Iowa. . . . It is thirty years since, expatriated from the city, I took up a tract of land miles distant from road or habitation, also remote from stream, wood, or coal-mine. We were never a colony, but a few families having a common aim,—elevated society to be gained by the inhibition of the saloon, and cherishing free schools and the church to attain our end. The gift of the city of Grinnell to educational purposes provided that any lot on which ardent spirits was ever sold as a beverage should revert to myself or my heirs. There has been no reversion, and never a saloon in the city, nor is there a holder of real estate known to openly favor one. We have between 3,000 and 4,000 people, three railways and manufacturing industries which employ several hundred men of various nationalities, and every shade of political and religious belief. There is no desire to change this order, for these reasons: Our taxes are low, those for schools being more than for every other purpose; real estate is advancing; good society attracts a superior class of mechanics in aid of capital, also a population that choose a home for the family free from the temptations of dram-shops. We are no longer called fanatical, for the State has indorsed our principle by 30,000 majority. Nor are we pointed at as a dull or dead city, but prosperous and eminent for enterprise and taste. There are five churches, the Congregational being one of the largest west of Chicago. After twenty-five years, at our celebration, it was asked of the 10,000 persons present if they knew of any of our citizens who had gone to the poor-house, or of one sent to jail, or one to state-prison. Not one could be named.

"The dreadful cyclone of 1882 cost us the destruction of our colleges, 100 dwellings, and 40 lives, but such was the courage of the people, with good habits, and by the generosity of friends, that there is a full recovery from one of the most desolating storms on record. Property was never so high as now, and we could better endure such a storm every twenty-five years than the blight, crime, and death brought by free or licensed groggeries. These are good results which have closed the mouth of cavil, proved that prohibition is practicable even in a bustling center, and that real protection to society is not a curtailment of personal liberty, so long the plea of the dupes of the saloon. Over all Iowa, with the

population of Massachusetts, it is now by late law a crime like theft to offer for sale any intoxicants as a beverage. We have no fear of defeat on this issue, which enlists railway managers, our best farmers, and the real friends of good order, education, and religion."

DRIFT.

— It has become the "sad duty" of Mr. Albion Tourgee to appear as the opponent of the Senate bill for National Aid to Education. According to this gentleman, the passage of that bill was the complete triumph of astute Southern statesmanship over such political innocents as Messrs. Hoar, Edmunds, Logan, Allison, Harrison, and Blair. Southern statesmen "regard the special evils of illiteracy as special excellencies," and have hoodwinked the Senate into passing a bill so ineffectual that it can be turned against education, "with no means to provide against failure." He believes the Southern States are on the eve of casting the negroes on their own resources for education; though how he makes that out, in the face of the late action of Kentucky, and with every State, except Delaware, dividing State funds per capita, he does not say. He seems to forget that any State which should do only one of a dozen things he predicts, could no longer draw a cent of National money under the Senate bill, and that the safeguards of the measure were all put in at the suggestion of the most pronounced Republican Senators.

The animus of the criticism, however, appears when the Judge brings out his own little plan for National aid. This appears to be a gigantic scheme of national supervision of district schools. Some body of "disinterested people," in each school district of a country as big as Europe, is to testify to somebody at Washington the exact amount of illiteracy, black and white, and money is to be forwarded in proportion to the need; the black money kept separate from the white, and the "disinterested" committee keeping accounts with Washington. To anybody with the least practical experience in school matters this absurd suggestion would seem eminently befitting the statesman from "*Verdanton.*" Who is to appoint and watch this myriad of "disinterested" local committees; reconcile the innumerable rows between black and white disburser and recipient; and keep this mighty machine in motion, the enthusiastic Judge does not say. Certainly only one man in this world, and he the author of *The Fool's Errand*, would seriously propose such a plan, which reads like a chapter from the *Arabian Nights*. The secret of most of these elaborate Northern schemes for national supervision of Southern education is a national "boss" supervisor; and that, we fancy, is "what's the matter" with Judge Albion Tourgee.

— Superintendent Harrington, of New Bedford, Mass., in his late report, is very severe on what he calls "*trust in mental education, irrespective of character.*" He taunts Congress with holding the idea that "*reading and writing will redeem the negro from degradation.*" He thinks we are deceived in attributing moral results to schools, that come from other agencies, and expatiates on the growth of vice among intelligent school-children with a fervor that would touch the heart of Bishop McQuaid. He is especially severe on Superintendent Seaver, of Boston, who takes the sensible position that the vital point in moral training in schools is, the "*very great influence which the personal character of the teacher exercises over the hearts and consciences of his pupils, even in the details of daily work.*" This our Superintendent declares "*a novel and startling solution of the problem,*" which he misconceives by representing as the notion that, "*while all the activities of instruction are to be devoted to the intellect, the passive influence of the teacher's character is to do all the work on the moral side.*" How a man, for many years a clergyman, can have so forgotten the emphasis of the Bible on holy character as the most *active* of moral instrumentalities, it is hard to conceive. But our amazement deepens at the astounding misconception, by an experienced schoolmaster, of Superintendent Seaver's position. What Mr. Seaver, Mr. Beecher, the Senate, THE JOURNAL, and the American people, really expect of any or all schools is this,—that *along with* good homes, enlightened and righteous churches, pure and refined society, honest and skilled business, and a fair working of republican institutions, the schools of America may be relied upon to do a great work for the people; that without the schools, in our country, every good institution inevitably runs down; and that one of the most valuable functions of the school is to keep all these good institutions on the upward track. Nobody but an educational crank,—least of all the American people,—ever looked to schools for more than this, and the imputation of such a conceit, though easily understood in some other quarters, can only be accounted for in Superintendent Harrington's case on the theory of another rhetorical runaway.

SCIENCE AND PROGRESS.

— The Pike's Peak Railway, which will be in operation next year, will be the most notable piece of track in the world. It will mount 2,000 feet higher than the Lima & Orova Railway, in Peru. It is now in operation to a point over 12 000 feet above the sea level. The entire thirty miles of its length will be a succession of complicated curves and grades, with no piece of straight track longer than 300 feet. The maximum grade will be 316 feet to the mile, and the average grade 270 feet. The line will abound in curves from 500 to 1,000 feet long, in which the radius changes every chain. The road will cost from $12,000 to $15,000 a mile.

— Besides subjects of general anthropological interest, the following special American topics, as to several of which Canada affords important evidence, are suggested for papers to be read in the Anthropological Section at the Montreal meeting of the British Association. The papers on each subject will, as far as possible, be grouped for reading on the same day, so as to insure a general discussion: (1) The native races of America, their physical characters and origin; (2) Civilization of America before the time of Columbus, with particular reference to earlier intercourse with the Old World; (3) Archæology of North America, ancient mounds and earth-works, cliff dwellings and village houses, stone architecture of Mexico and Central America, etc.; (4) Native languages of America; (5) European colonization and its effects on the native tribes of America.

— In discussions concerning the habitability of other planets than ours, it is usually assumed that all other beings having bodies must be clothed in flesh and bones similar to those of terrestrial animals, and must be adapted to live under similar conditions. Such an assumption is not justified, and Prof. Alexander Winchell remarks that it is not at all improbable that substances of a refractory nature may enter into the composition of organisms unknown to us, so as to render them capable of enduring vastly greater vicissitudes of heat and cold than is possible with the earth's inhabitants. This well-known geologist also finds it conceivable that sentient creatures may exist who do not require daily food and warmth, and who might be lost in the abysses of the ocean or laid up on a stormy cliff through the tempests of an arctic winter, or plunged in a volcano for a hundred years, and yet retain consciousness and thought. "Why," he asks, "might not psychic natures be enshrined in indestructible flint and platinum? These substances are no farther from the nature of intelligence than carbon, hydrogen, oxygen, and lime.

SPECIAL CORRESPONDENCE.

THE ILLINOIS NORMAL SCHOOL.

WRITTEN EXAMINATIONS.

The Horace Mann Society had quite an interesting discussion to-night, on the advantages and disadvantages of written examinations. Before going farther, I will say a little about the "Horace Mann." It is composed of those in the senior class who have had as much as one year of experience in teaching, and those who have earned the privilege of membership by their worth as pupils. Our subjects of discussion relate naturally to teaching. Sometimes they are conducted in the form of debate, sometimes of free discussion.

To-night the arguments were stronger against, than in favor of, written examinations. One of our members thought they had educational value for the child, but were otherwise useless, if not harmful, in their moral effect especially. To me it seems that the principal good of written examinations lies in their educational value. The teacher, in constant daily intercourse with her pupils, would, if she observes at all, know enough of their power to dispense with any one short period of examination.

Examinations are, in a measure, the result of the teacher's failure to observe the pupil closely and constantly, and of the necessity to prove to parents and children her fairness in judgment. Both of these conditions are wrong. The teacher should observe, with great care, every step in the child's development, and she should be so thoroughly genuine in her work that the children, and through them the parents, would trust her fully. If she deserves trust, she will get it. Children are quick to respond to true interest in their welfare, and truth always finds her place. Another member confessed that, sorry as she was to say it, to this day she could work better when she had some one to work against, than any other way; and this she attributes to written examinations.

However, we must not break the back of our subject with more than its share of the burden. Although this spirit may be, and probably is, aroused very often by written examinations, it is not the result so much of the examination as of working with the wrong motive. Effort should be stimulated in the child by the *love of the work alone*. We *say* this over and over,—and think it, too, as for that matter,—then go to school next morning and say, "Now children, see who will have the best lesson," throwing the attention right away from the important thing, and directing it to petty emulation; then we go around and mark their work with figures, 2, 3, etc. Where is the child who does not forget the work and think of the 2? Could we but realize how many mistakes we make, and how many faults of character we encourage in the children, for the sake of expediency!

There is a certain way, though, of comparing work in an impersonal way (hardly noticing *whose* it is, but *how* it is). For instance, "This is better than that, is it not?" (asking the pupil's opinion). If this is carefully done, and not too often, it will lead the child to criticise his own work impartially and without "feeling." It will lead him to judge fairly and intelligently of whatever he sees, and wherever he sees it. But *who* can do this? Who can avoid a little sprinkle of envy in Walter's mind when George is praised, or vanity in George's mind because of his superiority? Yet it can be done, and we should make it our study to discover and use all those delicate little ways of training the *moral* and *common sense* tendencies in the child.

NATURAL SCIENCE.

Our spring work in natural science, combined with reading in the primary grades, under the direction of Prof. Straight, promises to be very interesting. Here is a plan, suggested by his work: The children are to gather specimens of some object found out-doors in the field. For example, the cocoon. The cocoon is brought to the class and carefully examined and talked about. Whenever a child says something "really good" he has the privilege of writing it in a little book. It will take several days to study the cocoon sufficiently, during which time the little "stories" are accumulating. These stories are carefully copied by the teacher and given the children as reading-matter. Prof. Straight is working toward having the children make their own reading-books. The older children print the stories made by the younger ones. Where this cannot be done, the teacher can have them printed, or the sentences can be built with Webb's dissected cards.

It seems to me that this kind of reading,—*true* things, things that the children have seen and experienced and done themselves,—must make more impression, and consequently teach them words with greater ease and rapidity, than "I see a cat"; "The cat ran at the rat"; "John is a good boy"; "O, see the fox on the box", and all such stuff, that is almost or quite as uninteresting to the child as it is to us. Besides, this constant association with truth, and the attitude of investigation, would train them away from dime novels and other immoral or useless literature, and make their taste pure. Normalville and its vicinity are very rich in cocoons this spring, and the whole school is taking advantage of the opportunity to study them. Class C, especially, has devoted some very careful study to the pupa in its different stages, and the pupils have made drawings and paintings showing the process of its development.

The beauty of Prof. Straight's work lies in the harmonious, all-sided development of the child. Nature, in its broad sense (man and his doings, as well as plants and dumb animals), is the child's environment, and to lead him to appreciate and use that environment is his aim in education. Reading is one of the means to this end, and, he says, "*can be made*" and "*should be made*, from beginning to end, the most delightful and helpful *course in reading* the best thought of the age can plan."

The science work in the grammar grades is progressing satisfactorily; at least, we enjoy it, and the children are learning to manipulate the apparatus with a fair degree of skill. This week has been devoted to oxygen-gas. The children have their test-tubes and lamps and little boxes containing the substances from which the gas is evolved, and when they have confined it in the bottle, try the most characteristic experiments; for instance, holding a lighted stick in the bottle and seeing it burn more brightly than it does in the open air.

One little boy is interested in oxydizing a penny. He wonders how it can burn without being very hot or showing it in the ordinary way. But Prof. Straight does not tell him. "Let them find out for themselves," he says. We must be there to guide and direct, but keep behind the children. They must lead.

The industrial room is nearly always full of boys and girls (especially girls) who love to handle —— matter. What a fine thing it is for boys and girls to have this opportunity of adjusting means to ends. It is the best mental discipline they could have, and their busy earnestness shows its moral effect better than words can say.

B. E. H.

Normalville, Ill., April 16, 1884.

LITERARY ECLIPSES.

[All communications relating to this department should be marked "For Literary Eclipses," and addressed to W. H. EASTMAN, *East Sumner, Me.* Answers in two weeks after date of publication.]

PHONETIC CHARADE.

My first is to suit, and my last is a fuss;
My whole you will find to be very fa-mous.

MILITARY ENIGMA: 65 LETTERS.

My 8, 36, 13, 38, 47, 1, an Emperor and a Pope.

My 12, 57, 50, 60, 13, 53, 32, an Italian painter who died in the 16th century.

My 7, 8, 34, 17, 30, 16, 33, 20, 13, 58, an Italian involved in the mysterious affair of the "Diamond Necklace."

My 36, 12, 9, 49, 38, 41, 21, an eminent Italian painter of the 17th century.

My 28, 37, 63, 15, 65, 14, a count of Holland, who twice made France tremble.

My 40, 57, 17, 30, 26, 45, 42, the "Corn-law Rhymer."

My 19, 64, 50, 38, 5, 3 an illustrious Roman.

My 62, 29, 43, 31, 28, 56, a celebrated English scholar, born in 1735; also an occupation.

My 25, 47, 54, 65, 55, 31, 64, 48, 1, a celebrated German physician, born 1755

My 46, 12, 22, 28 an eminent English jurist, born in 1600.

My 4, 7, 45, 29, 39 32, 8, the wife of Nero.

My 2, 43, 57, 11, 19, 62, a favorite of Catherine II. of Russia.

My 18, 51, 13, 60, 43, 23, inventor of an astronomical instrument which bears his name.

My 10, 35, 6, 58, 9, a celebrated law-giver of Athens.

My 3, 24, 21, 41, 53, 61, 48, author of a series of school readers.

My 27, 23, 31, 63 60, 33, a noted Confederate privateersman.

My 59, 52, 10, 27, 21, 44, 3, a learned writer, born near Heidelberg in 1577.

My whole is a beautiful gem from J. Bayard Taylor.

O. J. O.

SQUARE.

1. A genus of trees.
2. A bumpkin.
3. The iron lap used in polishing the facets of diamonds.
4. To discriminate.
5. Vigilant.

ANSWERS TO PUZZLES OF MAY 1.

ANAGRAMMATICAL PROVERBS.

1. Order is Heaven's first law.
2. Manners often make fortunes.

ENIGMA.—Murder, though it have no tongue, will speak with most miraculous organ.—*Shakespeare, in Hamlet.*

DECAPITATIONS.—1. Privet, rivet. 2. Prow, row. 3. Race, ace. 4. Sash, ash. 5. Scow, cow.

ANSWERS RECEIVED TO THE ECLIPSES OF APRIL 24.—We are in receipt of solutions as follows: Charade, by "Nillor," North Easton, Mass; charade and enigma, by L. A. Stout, Adrian, Mich.; enigma and reversals, by A. J. Hare, Morgantown, West Virginia. Solutions to all the above by Box 85, Lunenburg, Mass., and E. W. Wright, Adams, Mass.

Journal of Education.

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BOSTON, MAY 15, 1884.

THE NATIONAL EDUCAT'L ASSOCIATION

MEETS AT MADISON, WIS., JULY 10–18.

REGISTER EARLY.

Address HON. J. H. CARPENTER, *Madison, Wis.*, Chairman of Com. on Entertainment.

EXCURSION MANAGERS.

Throughout Northwest to YELLOWSTONE PARK,—W. D. Parker, River Falls, Wis.
To OREGON,—William A. Mowry, Providence, R. I.
To CALIFORNIA,—Rev. A. E. Winship, Boston, Mass.
To COLORADO,—Aaron Gove, Denver, Col.
To ALASKA,—Rev. Sheldon Jackson, care Bureau of Education, Washington, D. C.

NOTE (1).—All correspondence with reference to railroad rates from any part of the United States to Madison, should be directed to the Eastern or Western R. R. Superintendents.

NOTE (2).—All correspondence relative to excursions should be made with the Excursion Managers.

THE WEEK.

Politics and the coming candidates continue to be the all-absorbing theme. Since the defeat of the Morrison Tariff Bill the Democrats seem to speak in more moderate tones, the Republicans, *vice versa*. A peculiar feature of the Democratic situation seems to be the growing protectionist feeling among the Irish American voters. Like the historical emigrant, they are constitutionally "opposed" to anything favored by their "hereditary enemies." A large choice, however, is promised, as the voter is threatened with no less than six national tickets this year, to be nominated by conventions called thus: Anti-monopoly, at Chicago, May 14; Greenback-Labor, at Indianapolis, May 28; Republican, at Chicago, June 3; anti-Masonic, at Chicago, June 19; Democratic, at Chicago, July 8, and Prohibition, at Pittsburg, July 23.

It seems that Chinese women may yet be brought to know the educational advantages of this country. A Foochow young woman was exhibited a day or two ago before a meeting of the Women's Foreign Missionary Society of Philadelphia, as a future candidate for admission to the Women's Medical College of that city.

Abroad. — The Gladstone ministry seems to be gradually losing ground in England on account of the popular sympathy for Gen. Gordon. The conservatives are fanning the discontent with appropriate sentiments, and even France is unconsciously helping. Emboldened by her success in Tonquin, she now makes more aggressive demands, which act like firebrands on the "Jingo" element of England. The Arabs, fighting for life and liberty, are the last to be considered.

General Aguero and his followers continue to hold their own in Cuba, and it is intimated that the Cuban Government would be willing to pay the leader of the filibusters a handsome sum of money if he would return to the United States. At present he refuses to be hanged or bribed.

In the Swiss general elections on Sunday, the conservatives were victorious. The foreign socialists who swarm its cities will, hence, for a time, be more discreet. The socialists are also again beaten in Germany, the Reichstag having adopted the anti-socialist law.

By the new treaty signed at Tien-tsin, China, determining the details of the settlement of the Tonquin difficulty, the French get not a sou of indemnity, and the frontier remains untouched. The provinces of Quang-Tung, Knanghi, and Yunnun will be opened to general trade. This is the work of Li Hung Chang. Whatever other traits of civilization he may lack, the Chinaman is no novice at diplomacy.

DR. D. B. HAGAR, of Salem, Mass., has consented to preside at the National Musical Convention to be held at Madison, Wis., July 14–18, in connection with the National Educational Association. Among those who take part in the discussions are Prof. L. W. Mason, of Tokio, Japan; Prof. F.W. Seward, Tonic Sol-faist, of New Jersey, and other eminent teachers. The principles and methods of music to be presented will relate almost entirely to the needs of our elementary schools, including the primary and grammar grades, in which thousands of our teachers will be interested.

THE work in establishing Bands of Mercy in the schools of the country is developing with wonderful rapidity and success. President Angell reports to us that there are to-day (May 12) 2,421 bands in the United States, with about 182,500 members. In Chicago alone there are over 900 bands with over 50,000 members, and in Cincinnati the numbers are nearly or quite as large. This is a great educational work, and Mr. Angell and Mr. Timmins are most valuable leaders in the moral and humane education of our children and youth. Teachers and school officers cannot enter too heartily into this noble work.

THE public school system of New York State needs remodeling, and a necessary step to this is an examination into the systems of other States and countries. A bill has just been passed by the State Senate authorizing the Governor and Senate to appoint three commissioners, and appropriating $14,000 to meet salaries and traveling and other expenses. The work of such a commission, if composed of the best men, may be made of immense value to the State and the whole country, and it is of the greatest importance that the Governor and Senate should have good advisers, and should rise above political considerations in their selection of commissioners to do so delicate and important a task.

IT is a most gratifying fact to record that Supt. Edward B. Neely, of St. Joseph, Mo., has been unanimously reëlected as superintendent of the schools of the city for the ensuing year, and that this is the twenty-first time Mr. Neely has been elected to that important position. It is certainly a fortunate thing for the city that he has again been chosen, for he is one of the best educators in the country. He took the public schools of St. Joseph in their infancy, and has made of them a system second to none in the west, and that, too, in the face of many embarrassments and adverse circumstances. A visit to the schools of that city a year ago convinced us of the value of his work, and the very satisfactory condition of the schools under his charge.

THE thirty-seventh annual meeting of the Hampden County Teachers' Association will be held in Springfield, Mass., Friday, May 16, 1884, at High School Hall. Addresses will be given on "Modifications Demanded in Courses of Study," by H. B. Lawrence of Holyoke, E. F. Foster of Springfield, and W. W. Colburn; on "Free Text-book Law," by J. W. Dickinson, Secretary Board of Education; on "Reports on the Excellences and Defects of Schools," by A. P. Stone of Springfield, C. L. Buell of Ludlow, Lester Williams of West Springfield, H. H. Hosmer of Southwick, A. B. Newell of Hampden; on "Some of Nature's Helps to Teachers," by George H. Martin, Agent Board of Education; on "Music in Schools: What should be Taught and How,"—illustrated by a class,—by Frederick Zuchtmann; on "Industrial Education," by J. C. Greenough, president Agricultural College, Amherst. With Reports on the Excellences and Defects of Schools, by Messrs. E. L. Kirtland of Holyoke, J. A. McKinstry of Longmeadow, J. T. Clark of Chicopee, and J. Tufts of Monson. Teachers, school officers, and others are invited to be present and participate in the discussion.

THE *North Carolina Sentinel* has a stirring word for education, and a worthy tribute to Mr. Tomlinson, who is a prominent candidate for the State Superintendency of Schools. Mr. Tomlinson certainly possesses all the qualities requisite to an efficient State Superintendent, and his election would indicate a great forward movement in North Carolina. It says:

"We have had political booms, industrial booms, and booms of every kind; now let us have an educational boom. Our free school system must be placed upon a better and more improved basis. Progressive education is what we need, and progressive education is what we must have. To attain this end we must look carefully over the field and single out the man who can give educational matters a fresh and reinvigorated impetus. That man is Prof. J. L. Tomlinson, Superintendent of the Winston Graded School. Never has any educator in North Carolina had honors heaped upon him in such rapid succession as this man has. He has taken his place at the very head with a monster stride that none but an unmistakable genius in his profession could have taken. He possesses all the energy of vigorous young manhood, and in his hands the common schools of North Carolina would take on a new and more progressive phase. There have been already many very able and competent men suggested for the office of State Superintendent of Public Instruction, but none possess the record, or are more perfectly moulded to the requirements of the position than Mr. Tomlinson."

FROM our correspondence, we are led to believe that there is anxiety here and there as to the ability of the city of Madison to entertain all those who wish to attend the National Association. Such an impression, if well founded, would tend to decrease the numbers in attendance and hinder the usefulness of the work. It is, therefore, proper to state that the local authorities are doing all in their power to furnish entertainment for all who may wish to come, in the best manner possible and at the lowest rates. The extent of the preparations of the local committees may be summed up as follows: The hotels at Madison will accommodate from 1,500 to 2,000 persons, at prices ranging from $1.00 to $2.50 per day. Three thousand persons can be entertained in private families at $1.00 a day. Two thousand persons may be accommodated a short distance from the city, at the Monona Assembly Sunday-school grounds, at $1.00 a day. Governor Rusk has offered the fine tents of the State Militia, to be pitched on the Capitol grounds or on the University campus, at an expense for board and tent not to exceed $1.00 a day. These provisions and others will satisfy the demands of from 7,000 to 10,000 people, and, if more facilities should be needed, many hundreds could be accommodated in towns and cities near at hand, and easily accessible by rail. The rule is to register at once, and an official announcement will be made when the accommodations of the people are exhausted. We cannot too strongly urge an early registry. Send names and address to Hon. J. H. Carpenter, chairman of Committee, Madison, Wis., at once.

A TRUER philosophy and better methods of teaching are the order of the day, and in no other department has greater advances been made, both in theory and in practice, than in that of reading, including elocution and oratory. Reading as an art had become an almost lost art in America until the advent of William Russell and his school, who brought to public notice the importance of this branch of useful knowledge, and by his zeal gave an impulse to a new style of expression, at once natural, sincere, and free from pedantry and mere noisy show. Lowell Mason wrought the same change for the musical voice that Russell effected for the speaking voice, and both began a good work which cannot cease until a great revolution has been accomplished in these great departments of vocal utterance, which were formerly so chained by labored effort, stilted style, and by a narrow, unnatural, and forced interpretation of elocutionary philosophy.

Following Mr. Russell came the great teacher of Reading, Prof. Lewis B. Monroe, who, for a thorough understanding of the laws of thought and expression, and a mastery of vocal utterance, has had no equal in America, and whose enthusiasm was contagious in rousing a deep and permanent interest in Reading and Oratory. It is not too much to say that he was the leader of the national school, and that his pupils are to-day the well recognized representatives of this very thorough and successful instruction. The school of oratory which Professor Monroe founded was ably supported by the great Shakespearian reader, Robert R. Raymond; by the Shakespearian scholar, Henry N. Hudson; by the eminent character reader, Prof. J. W Churchill; by the student of Delsarte, Prof. Moses T. Brown; and by the eminent inventor of "visible speech," Prof. Alexander Graham Bell. On Professor Monroe's death the work of the great school which he had established and successfully carried on was committed to the wise management and direction of Professor Raymond, who has preserved its identity, and in some departments has enlarged and enriched the course of study and practice marked out by his lamented predecessor. As a Shakespearian reader, Professor Raymond has few equals and no superior in this country; and his ability and reputation have won for him the

success, which justly belongs to great gifts, while his faculty have maintained the eminence of that under Professor Monroe. Various circumstances, among which are the demands for rest after many years of constant labor, led Professor Raymond to retire from the school; and in choosing his successor the public, especially the educational world, will be glad to learn that Prof. Moses True Brown is to be his successor, as the principal of the Boston School of Oratory. Professor Brown has a national reputation, and for fifteen years has been connected with Tufts College, which has a chair of Oratory on a par with the other departments of college work. Professor Brown is an enthusiastic student of the Delsarte system of instruction, and enters into the new educational philosophy with great zeal. The popularity of his Summer Schools of Oratory attest his power and success as an instructor, and his logical and philosophical interpretation of Delsarte have won for that reformer in the art of oratory a multitude of followers in this country. American teachers will be glad to learn that the continuity of able instructors and conductors of the Boston School will not be broken, and will rejoice in the accession of so distinguished a teacher to the chair of Monroe and Raymond.

SOUTH CAROLINA AND HER SENATOR.

The rebuke of the progressive side of Southern society to the twelve senators who voted "Nay" on the bill for National Aid to abolish illiteracy has come even sooner than we looked for it. South Carolina, always first to free her mind, has spoken in her old-fashioned way to her Senator, Hon. M. C. Butler, who not only voted, but made one of the most unfortunate of the speeches against the measure. A friend, Mr. F. A. Connor, of Cokesbury, S. C., writes him that "the *papers are giving him hot shot.*" With the chivalry of his ancestry, the Senator resents popular criticism, and writes a letter to the *Abbeville Medium* in vindication. The explanation is more unfortunate than the speech. Senator Butler evidently thinks this whole movement a shrewd political dodge of the Republican leaders to capture and control the negro vote by appropriating money for schools, getting up investigations by Congress, appointing Federal inspectors, and, finally, taking possession of the whole educational system of the South. He also delivers himself freely in regard to the negro, and lays himself open to the charge of compelling him to educate himself at his own expense on pain of political and social destruction.

The Charleston *News and Courier* joins issue with the Senator in a most decisive way. It vindicates the good faith of the Northern senators who voted for the Blair Bill, and shows that all these apprehended dangers can be prevented by the simple expedient of South Carolina declining to take the money. It declares that if the present illiteracy is perpetuated, there is far more danger that the National Government will be driven to severe measures by its tremendous evils than that an invidious attempt at consolidation will follow National Aid for general enlightenment. As a Democratic organ it sees the only hope, even of partisan supremacy, in a State with a large majority of colored voters, to be the hearty sympathy of the leaders of its party in popular education. This will break down the color line in politics and make every class accessible to argument, especially in local public affairs. But not content with this defence, the *News and Courier* takes the offensive, accuses Senator Butler of being an enemy to free education, and holds him up as an obstructionist to the progress of the State, and a representative of the "bourbonism" that would sacrifice the highest good of the whole people to the conceit of an aristocratic class.

We shall not be surprised if the Senator "rises to explain" on this point. The one dangerous thing for any public man in the South to do is to place himself in opposition to the movement for popular education. It is curious to see that Judge Tourgee, a Northern man of the type of Senator Butler, finds a directly opposite peril in the Senate bill. In his view, the South, by a shrewd move, has captured $70,000,000 of national money to use in building up old-fashioned notions of Southern life. These extreme partisans may well be left to "bite and devour each other." Meanwhile, unless we are greatly mistaken, the heroic Southern twelve who voted against National Aid will find the Southern "Jordan a hard road to travel," which, if persisted in, will land each of them in private station, within ten years.

EDITOR'S TABLE.

— We are sorry to see that the editor of the New York *Freeman's Journal* cannot see the difference between a quotation and an editorial opinion. Is it because of ignorance or dishonesty,—which?

— The schoolmaster in Canada must be having a hard time, for we are told by a Toronto paper that he "is denied effective means of maintaining discipline among the pupils," and that "if he whips a young barbarian for the grossest outrage or the most contumacious disobedience he is brought before a magistrate and fined for excessive punishment."

— A Quaker editor testifies that looking at the young men of his acquaintance who have adopted teaching, and also at those of equal merits who have gone into other professions, he concludes that, in a pecuniary way, the latter have succeeded the best. We think there is no doubt about it. The fact is that the treasure a teacher is able to lay away is not of a kind that draws interest in a sublunary bank.

— The *Normal Exponent* gives these reasons why a good country school is better than a graded school: (1) A country school requires about six months of the year of its pupils, the rest of the year being spent upon the farm. This gives a physical, practical training which ten months in the graded school cannot afford. (2) There is no fixed course of study in the country schools, and therefore the injury done to young minds by "housing them for education" during twelve of their most tender and formative years is avoided. (3) The bright pupil overhears what is said in the other classes, thus broadening their minds and making them intellectually more vivacious and healthy.

— With the introduction of science-teaching in the schools there is great danger, and all the greater because of absence of aids, that it will degenerate into mere giving of knowledge, or, worse still, word-cramming. Elementary knowledge is essential, but it is also incidental; the training is the main thing, after all. As the *Canada Educational Monthly* has it:

"The object of science-teaching in schools ought not to be to merely give the pupil a certain definite amount of ready-made scientific information,—to merely burden his memory with names and classifications; but ought to be, above everything, to awaken his intellectual activity, and to cultivate and strengthen accuracy of observation, and accuracy in expressing and collating the results of observation; in a word, to teach him to think, and to put him in the way of acquiring knowledge for himself. There is, no doubt, a tendency on the part of inexperienced teachers to administer doses of ready-made knowledge, forgetful of the process by which they themselves acquired it, and not making due allowance for the undeveloped condition of the minds of their pupils. This course, whilst easy for the teacher, is fatal to the intellectual life of the pupil. As an acute observer aptly puts it, 'one gets on faster with a child by carrying it, but it is for the child's interest to teach it to walk by itself.'"

OBITUARY.

JOHN H. SLATER, the founder of the educational fund of that name, died at his home in Norwich, Conn., last week, at about 68 years of age. His career is typical of the life of many of our most successful and yet broad and philanthropic business-men. He was born in Slatersville, R. I., about the year 1824; his father, John Slater, and his uncle, Samuel Slater, having been the founders of that village, and having also initiated the industries around which the town of Webster, Mass., grew up. The Slaters were practically the founders of the business of cotton manufacturing in this country. The business career of John F. Slater began when he had scarcely attained his majority, his father placing him in charge of a large mill in Jewett City, Conn. He remained there until 1840, when he went to Norwich. His father dying in 1843, he and his brother William S. Slater carried on the business jointly until 1872, when they divided the property, William S. taking Slatersville and John F. taking the Jewett City property, which he continued to manage until his death. Mr. Slater also increased his wealth by other investments and business, and at the same time constantly interested himself in beneficent enterprises. He was especially interested in education, and was one of the founders of the Norwich Free Academy. He regarded the teaching of the colored race as of the greatest importance to the Nation, and, as noticed in THE JOURNAL at the time, procured from the New York Legislature in 1882 the incorporation of the trustees of the John F. Slater Fund. The work inaugurated by these trustees and their efficient agent, Rev. A. G. Haygood, will be the best monument of the founder's broad and humanitarian spirit.

JUDAH P. BENJAMIN, the distinguished lawyer and advocate, and ex-member of the Government of the Southern Confederacy, died in Paris, May 8. Mr. Benjamin, formerly of New Orleans, was in 1852 elected to the United States Senate, and again returned in 1858. In 1861 he withdrew from the Senate, and was appointed Attorney-General in Jefferson Davis's Cabinet. He became the Confederate Secretary of War in February 1862, but resigned because of the strictures passed on him by a committee of the Richmond Congress. Mr. Davis appointed him Secretary of State, a position which he retained until the collapse of the South. He then made his way to Key West, Fla., and embarking in an open sail-boat reached Nassau. In September, 1865, he arrived in London, and the next year was admitted to the bar. His practice steadily increased up to the time of his retirement, on February 9, 1883. He was then considered one of the foremost lawyers of England. Mr. Benjamin died in his apartments in Avenue Jena, Paris, where he had gone to reside.

NAITONAL EDUCATIONAL ASSOC. NOTES.

CHESAPEAKE AND OHIO RAILWAY EXCURSION TO THE MEETING OF THE NATIONAL EDUCATIONAL CONVENTION, WHICH CONVENES JULY 14 TO 19 AT MADISON, WIS.

Round-trip tickets will be on sale from July 7 to 12 inclusive (good *to return* till Sept. 1, 1884), at the following low rates: From Washington, $25; from Norfolk, Va., $30; from Richmond, Va., $29; from Charlottesville, Va., $28; from Waynesboro' Junction, Va., $28; from Staunton, Va., $27; from Clifton Forge, Va., $26; from Charleston, W. Va., $22; from Lynchburg, Va., $30.25; from Lexington, Va., $29 40.

The Chesapeake and Ohio Railway will run through trains, with Pullman sleeping-cars, from Washington, Newport News, Richmond, Charlottesville, Waynesboro', Staunton, Clifton Forge, etc., to Cincinnati and Louisville without change, connecting closely at those cities with fast trains, arriving at Chicago the following morning and connecting with trains for Madison, Wis.

Teachers and delegates from the Carolinas, near the line of the Atlantic Coast Line, will connect at Richmond, Fredericksburg, and Potomac Junction with the fast express train of the Chesapeake and Ohio Railway. Those near the line of the Richmond and Danville Railroad will connect at Richmond or Charlottesville, and those from the line of Virginia Midland Railway will connect at Charlottesville; those from Southwest Virginia and on the line of the Richmond and Alleghany Railroad will connect at Clifton Forge.

Teachers will buy their tickets to one of the stations named above, and there buy the round-trip ticket to Madison, and thus obtain the reduction made by this line.

Arrangements for Pullman sleeping-cars will be made for those who will call on or address J. C. Dame, Agent, at the General Office of the Chesapeake and Ohio Railway, at Richmond, provided the application is made some days previous to day of departure. H. W. FULLER, *Gen'l Pass'r Agt.*

MINNESOTA'S SCHOOL EXHIBIT.

The entire exposition is to be divided into twelve departments, consisting of the main Exhibition: Department of Industrial Education; Art Department; Kindergarten Department; Exhibit selected from the National Educational Museum; Exhibit of Pedagogic Literature; Ward's Museum of Mineralogy, Geology, and Zoölogy; Exhibit of School Architecture, including ventilating and heating apparatus; Exhibit of School Journals and other current educational publications; Department of Apparatus and Supplies; Department of School Books, and Department of School Furniture.

The desire has been general that Minnesota should be well represented by all that will illustrate our methods of instruction, and will prove our progress by the products of our work. It is suggested that the following articles be sent to the Exposition; viz, maps, charts, specimens of penmanship, of bookkeeping, drawing, modeling, home-made apparatus, photographs of buildings, reports, blanks, etc.

Free transportation by railroads to Madison, and returning, will be provided for all contributions of school-work and apparatus.

All who feel an interest in this Exhibit, and who desire that Minnesota may make a good display of her educational work, are requested to communicate at a very early day with the chairman of the committee.

Circulars giving further information will be issued in due time.

Committee on School Exhibit.—B. M. Reynolds (*chairman*), Prof. Maria L. Sanford, Prest. Jerome Allen, Prof. J. T. McCleary, Supt. C. W. Smith, Supt. F. L. Cook.

EASTERN RAILROAD ARRANGEMENTS.

Parties proposing to go to Madison in the special Pullman train which leaves Boston at 9.30 a. m. on Saturday, July 12, should send to their State Managers to secure berths as soon as possible, as the choice of berths is given in order of the applications.

Persons desiring to go earlier than July 12 can go on any regular train as early as July 4, thus reaching Madison in time to be present at the meetings of the National Council of Education.

Through express trains for Chicago leave Boston,—Lowell station,—daily at 8.30 a. m., 1.00 and 7.00 p. m.

Persons going on either of the above-mentioned trains, as well as on the special Pullman train, can stop off on the return at any point, provided they reach Boston on or before Sept. 1.

In order to accommodate those who take the Yellowstone Park, Portland, or Alaska excursions, arrangements have been made with the Northern Pacific, Chicago & Northwestern, and Chicago, Milwaukee & St. Paul, Chicago & Grand Trunk, Grand Trunk, and Central Vermont lines for an extension of the time of the return-trip of persons who take either of the above excursions, to Oct. 31, 1884. Other lines have been asked for a similar extension, and doubtless it will be granted, of which due notice will be given in these columns.

J. MILTON HALL, *Eastern R.R. Supt.*

The city of Worcester, Mass., by the recommendation of Dr. Marble, Superintendent of Schools, has made an appropriation for the exhibition of the drawing of the city schools at Madison. Prof. Perry, Superintendent of the Department of Drawing, reports the most encouraging prospects for this exhibition at Madison. It will probably exceed all displays heretofore made.

Hon. B. G. Northrop, of Clinton, Conn., has made himself a life member of the Association by the payment of $20. Over thirty life memberships have been made since September, 1883, and still there is room. Can we not have fifty before July 15?

OUR BOOK TABLE.

Owing to the unusual pressure upon "Our Book Table" page, we are compelled to ask the indulgence of publishers if we condense our book notices to some extent. Our aim, in this department of THE JOURNAL, is to furnish our readers with accurate ideas of the contents of all books sent us for notice. Teachers and others will be able to judge of the aims and scope of the books to which their attention is respectfully called in these columns by our statements of the contents and character of each book. We also give the name of author, publisher, and price, for the convenience of our readers.

LITERARY NOTES.

— A. Flanagan, Chicago, has published a **Key to Ye Pedagogue's Historical Mottoes**; price of mottoes (6), with key, 40 cents.

— D. Appleton & Co. have just published in their "Parchment Paper Series" **The Parlor Muse**, a selection of *Vers De Société*, from modern poets; price, 30 cents. It contains a bright and humorous collection of verses.

— Rev. A. E. Dunning, corresponding secretary of the New England Reading Circle, has published Circular No. 5 of this circle, **On the Origin and History of the New Testament**. For all these circulars address Mr. Dunning, room 9, Congregational House, Boston, Mass.

— John Ellis, M. D., Edgewater, N. J., has published, in pamphlet form, an important paper on the **Deterioration of the Puritan Stock, and its Causes**. It contains startling statistics, and is a paper meriting the attention of clergymen, teachers, and all lovers of the race; price, 25 copies for $1.00.

— Porter & Coates, Philadelphia, have just published a beautiful little book, entitled **The Amateur Photographer**, a Manual of Photographic Manipulation, intended especially for beginners and amateurs, with helpful suggestions as to choice of apparatus and of processes, by Ellerslie Wallace, Jr., M.D.; price, 50 cents. It is a book all interested in learning photography will find exceedingly useful.

— Charles Scribner's Sons, New York, have ready Vol. III. of the "Series of Stories by American Authors"; price, 50 cents. This entertaining number includes, **The Spider's Eye**, by Fitz James O'Brien; **A Story of the Latin Quarter**, by Frances Hodgson Burnett; **Two Purse Companions**, by George Parsons Lathrop; **Poor Ogla-Moga**, by David D. Lloyd; **A Memorable Murder**, by Celia Thaxter; **Venetian Glass**, by Brander Matthews.

— The American News Company, New York, publish a valuable little manual, **How to Draw and Paint**; price, 50 cents. It contains careful instruction in outline, light and shade, perspective, sketching from nature, figure-drawing, artistic anatomy, landscape, marine, and portrait painting; the principles of coloring applied to painting, etc. The book is handsomely illustrated with over 100 engravings. It is a valuable book for students beginning in art.

— Lee & Shepard, Boston, have published a very scholarly book, by T. Nelson Dale, entitled **The Outskirts of Physical Science**. These four essays present in concise form the more important relations of the sciences of nature to faith, education, the Bible, and religious science, respectively. They are comprehensive in character, and they will greatly interest and greatly aid earnest seekers after truth; price, $1.25. The typography of the book is excellent.

— Houghton, Mifflin & Co., Boston, under the title of **In the Tennessee Mountains**, have published eight stories from the *Atlantic Monthly*, by Charles Egbert Craddock. The scenes are all laid in eastern Tennessee. The writer shows great familiarity with the locality, the people, and the peculiarities of their dialect. They are rather gloomy, tragical narratives, but serve the purpose of presenting the heroic spirit of a rather unlovely class of people. The publishers have made a very handsome book out of rather uninviting material.

— G. P. Putnam's Sons, 27 and 29 West Twenty-third street, New York, have published Vol. II. **On Systematic and Descriptive Mineralogy**, by J. H. Collins, F G S., author of *A First Book of Mineralogy*, etc. This excellent book belongs to "Putnam's Advanced Science Series," and is a supplement to the author's work on this subject published in 1878. It is designed for students of science classes, and also for the practical miner, quarryman, and field geologist. It is in reality a dictionary of minerals, carefully classified, and the descriptions accurate; price, $1.25.

— Ginn, Heath & Co., Boston, publish in pamphlet form **The American University**: *When shall it be? Where shall it be? What shall it be?* by John W. Burgess, Ph.D., of Columbia College, New York City; price, 15 cents. They also publish, in similar form, **Notes on Shakespeare's Versification**, with Appendix on the verse tests, and a short "Descriptive Bibliography," by George H. Brown, A.M.; price, 30 cents. It contains a concise summary of the main features of Shakespeare's versification, and will be found helpful to teachers of the famous bard's writings.

— **Manual of Gymnastic Exercises**, for Schools and Families, by Samuel W. Mason, supervisor of Boston schools; price 40 cents. Boston: Henry A. Young & Co. No better symmetrical and systematic series of gymnastic exercises was ever made. They are varied and eminently practical, and their regular use will do much to improve the health and gracefulness of the human body. They are designed for both sitting and standing positions, and require no apparatus. They have been tested by the writer for years in the school-room, and girls and boys both enjoy them. The new edition has been much enlarged, and the book is now complete.

— A. S. Barnes & Co., New York, have published the **Biography of Ezra Cornell**, founder of Cornell University. This volume is a filial tribute to the memory of his father, by ex-Gov. Alonzo B. Cornell. It is full of personal incidents and characteristics, showing how "firm and true" a man he was, and presents his excellent ideas of education. He acted most unselfishly in founding the university that bears his name. It is a biography for teachers to use, inculcating good lessons to young men.

— Thompson, Brown & Co., 23 Hawley street, Boston, have issued a new revised and enlarged edition of **The Students' Topical Shakespeare**, by Henry J. Fox, D.D. In this admirable book the thirty-seven plays are carefully analyzed and topically arranged for the use of clergymen, teachers, and students. The selections are very judiciously made, and the work is one that is not only scholarly, but admirably arranged. The book is a royal octavo of 675 pages, convenient in form, and worthy of a place in every library; price, from $5 50 to $7.50.

— G. P. Putnam's Sons, New York, have issued a thick volume entitled **Science Ladders**, by N. D'Anvers; price, $1.50. The book in its present form embraces six books, as originally published in England. They are admirable works, and in this compact form should find their way to every teacher's desk in America. They teach the great laws of Nature in simple language, and cannot fail to awaken the powers of observation in children. The topics discussed are: "Forms of Land and Water;" "The Story of Early Exploration;" "Vegetable Life;" "Flowerless Plants;" "Lowest Forms of Water Animals," and "Lowly Mantel and Armor-Wearers."

— J. B. Lippincott's bulletin for May appears in a very attractive form, and announces as just issued: **Memoir and Correspondence of Eliza P. Gurney**, edited by Richard F. Mott, illustrated, 12mo, extra cloth, $1.50; and **Home and School Training**, by Mrs. H. E G. Arey, 12mo, limp cloth, 75 cents. In press and nearly ready: **The Pleasures of Home, and Other Poems**, by David Newport; **Rapid Ramblings in Europe**, by Col. W. C. Falkner, author of *The Little Brick Church*; **Man: Whence and Whither?** by Richard B. Westbrook, D.D., LL.B., author of *The Bible—Whence and What?* **A Hard Heart**, a novel from the German of Golo Raimund, translated by S. H.; and **Princess Napraxine**, a novel, by Ouida.

— One of the latest and most hopeful ventures in the field of cheap books is the **Young Folks Library**, a monthly publication of choice and healthful fiction; to be issued in handsome paper covers, at $3 00 per year, or 25 cents per copy, by D. Lothrop & Co., Boston. Dr. Alexander McKenzie's recently published **Cambridge Sermons** have met with such popularity as to call for a second edition, just issued by this firm. Arthur Gilman's **History of the American People** is to be brought out in England. Ingenious boys will be glad to know that this firm have nearly ready for them an illustrated book entitled **A Boy's Workshop**, by a Boy and his Friends, with an introduction by Henry Randall Waite. It will have chapters on the use of tools, and how to make numberless things, useful and ornamental.

— Cassell & Co., London and New York, have just published **The United States Art Directory and Year Book** (second year); price, $2 50. For sale by Little, Brown & Co., Boston. It contains a chronicle of events in the art world, and a guide for all in the progress of art in America. Compiled by S. R. Koehler. The compilation of information was a labor of months, and demonstrates the care and accuracy of its experienced editor. It gives a chronicle of American art, statistical table of exhibitions, etchings, and engravings published, books on art and archæology, periodicals, law of copyright as applied to art matters, academies and art schools, museums and exhibitions, national and local, artists, directory, art-teachers, etc., and in every department is complete and reliable. Of inestimable service to all connected with art matters, it reflects the highest credit on compiler and publishers.

— Houghton, Mifflin & Co., Boston, have published **Studies in History**, by Henry Cabot Lodge; price, $1.50. This book consists of a number of essays of great interest and value to students and lovers of United States history. Their titles are: "The Puritans and the Restoration;" "A Puritan Pepys;" "The Early Days of Fox;" "William Cobbett;" "Alexander Hamilton;" "Timothy Pickering;" "Caleb Strong;" "Albert Gallatin;" "Daniel Webster;" "Colonialism in the United States;" "French Opinions in the United States, 1840–1881." Mr. Lodge is an able writer on historical subjects, and takes pains to unfold the real philosophy of history. He is calm, impartial, and understands well the science of our government. The book has nearly four hundred pages, with a good index, and is almost faultless in typography and well bound.

— Charles Scribner's Sons, New York, have just published a very valuable and timely book entitled **Our Chancellor**, by Moritz Busch; 2 vols. in one crown; 8vo, price, $2.50. Bismarck has come to be the great living historic character of this century, and his life is marked with personalities and achievements that make a study of his career fascinating. Dr. Busch presents the great chancellor under all aspects of his varied career. The reader is told in this interesting and instructive book what Bismarck did at nearly every crisis of his life; often what he said,—with characteristic frankness; and sometimes what he thought and planned. Besides this, his traits and habits throughout his life are described with such skill as to amount to portraiture. Bismarck's political faith and his "moral code of statesmanship," his religious beliefs, his attitude toward certain questions which are larger than mere politics,—freedom of speech and of the press, socialism, the monarchical principle, etc.,—are the subjects of special chapters, to which are added others on Bismarck as a humorist and Bismarck in private life.

— Harper & Bros., Franklin Square, New York, have published **Essays and Leaves from Note Book**, by George Eliot (pseudonym for Mrs. J. W. Cross); price, $1.25. Four of these essays, "Worldliness and Other-worldliness,—the poet Young;" "German Wit,—Henrich Heine;" "Evangelical Teaching,—Dr. Cumming;" "The Natural History of German Life,—Riehl," are from the *Westminster Review*. "The Influence of Rationalism," a review of *Lecky's History*, is from the *Fortnightly Review*; "Three Months in Weimar," from *Fraser's Magazine*; and an "Address to Workingmen," by Felix Holt, from *Blackwood's Magazine*. They were all written by George Eliot before she became famous, and were collected by her and revised for publication before her death, with written injunctions that no other pieces written by her, of date prior to 1877, should be republished. The Leaves from a Note Book cover but 21 pages, and relate to Authorship, Judgments of Authors, and Story-telling.

— G. P. Putnam's Sons, New York, have issued **The Woman Question in Europe**, by Theodore Stanton, with an introduction by Frances Power Cobbe; price, $3.50. This is an important book, and consists of a series of original essays from the pens of women who have participated, either actively or in spirit, in some phase of the woman's movement. The larger part of the volume is occupied by England. The history of the various sides of the movement here is told in a number of essays by Millicent Garrett Fawcett, Maria G. Grey, Frances Elizabeth Hoggan, M.D., and Henrietta O. Barnett. The movement in Germany is related by Anna Schepeler-Lette and Jenny Hirsch and Marie Calm; Austria, by Johanna Leitenberger; Holland, by Elise Van Calcar; and Norway, Sweden, Denmark, Italy, Spain, Russia, and the other important European States by often equally notable women. Each essay is preceded by a brief biographical sketch of the writer, and the volume throughout is rich in explanatory foot-notes by the editor.

— J. B. Lippincott & Co., Philadelphia, have furnished a book for parents and teachers of unusual value. It is entitled **Home and School Training**, by Mrs. H. E. G. Arey, A.M.; price, 75 cents. Mrs. Arey makes a noble plea for home instruction addressed to mothers. Under "Home Training" are chapters entitled "Mental Activities During the First Year of Life"; "The Mother's Field Made Ready to Her Hand;" "First Simple Lessons;" "Bias Given to the Child's Mind;" "The Mother as Kindergartner;" "Clearness of Impression the Fast Friend of Truthfulness;" "Analysis of the Quality and Influence of Certain Modes of Instruction;" "The Stamp of Hereditary Influence." Part II., — "School Training,"— embraces chapters on "The Where and What of School Life;" "Results to be Effected," and "Cultivation of the Understanding." We heartily commend this book to all who are intrusted with the training of the young. The education of the child begins in the nursery, and the moral training of every child needs the care and aid of parents to prepare it for a successful and happy school-life.

— Harper & Brothers, New York, have published **The Life of Marcus Aurelius Antoninus**, by Paul Barron Watson; 347 octavo pages; price, $2 50. Marcus Aurelius, one of the noblest of the Roman emperors, and one who, though a stern moralist, lived a pure and exemplary life, was a strong foe to Christianity. The author has endeavored to exclude from the work all contemporaneous history not bearing directly on the the character of his subject; on one theme, however,—the emperor's attitude toward Christianity,—it was not possible to practice so great conciseness. "Without a tolerably complete acquaintance with the state of Christianity at that time," he says, "we can form no just conception of Marcus' religious character. It has been deemed wise, however, to consider only those characteristics of Christianity which were then most prominent, and which furnished the basis for the attitude taken by the emperor. In this way we are forced to present a very one-sided picture of Christianity. The reign of Marcus Aurelius marks a period extremly rife in heresy, and it was mainly with an heretical Christianity that the emperor was brought face to face." A very complete bibliography of the subject (15 p.) will be found in the list of authorities consulted. Full index. Handsomely gotten up volume, with uncut edges, top gilt, and smooth cloth binding with gilt lettering. They have also published **The Entailed Hat, or, Patty Cannon's Times**, by George Alfred Townsend (pseudonym "Gath"); price, $1 50. It is a story of the earlier half of the century, and one dark with the crime and suffering which in those days made an evil record for the borders of Delaware, Maryland, and Virginia. The kidnapping of free negroes by ruffians who made them the articles of a thriving trade with Southern slaveholders was carried on persistently, and with a boldness and ingenuity that defeated all attempts at suppression.

NEW BOOKS RECEIVED.

An Hour with Miss Streator; by Pansy. Boston: D. Lothrop & Co.

Gaskell's Guide to Letter-Writing; by G. A. Gaskell. New York: "The Penman's Gazette."

Lectures on the Science and Art of Education; by Joseph Payne. New York: E. L. Kellogg & Co.

Methods of Teaching Geography: by Lucretia Crocker; second edition. Boston: Boston School Supply Co.

A Brief Hand-book of American Authors; by Oscar Fay Adams; 75 cts.

Margaret Fuller Ossoli; by Thos. Wentworth Higginson; $1 25. Boston: Houghton, Mifflin & Co.

Plant Analysis; by W. A. Kellerman, Ph.D.; illus.; $1.00. Philadelphia: J. E. Potter & Co.

Far From Home; by Johannes Van Derval; translated by Kathrine Hamilton; $1.25. Boston: D. Lothrop & Co.

Hazens Complete Spelling-book; by M. W. Hazen, M.A.; mailing price, 30 cents. Boston: Ginn, Heath & Co.

RHODE ISLAND SCHOOLS.

FOURTEENTH ANNUAL REPORT OF THE BOARD OF EDUCATION, AND TWENTY-NINTH ANNUAL REPORT OF THE COMMISSIONER OF PUBLIC SCHOOLS—JAN., 1884.

Few reports that come to our table give a better synopsis of the educational status of a people, or are more outspoken as to the State's educational needs and deficiencies, than the annual reports of the Board of Education and of the Commissioner of Rhode Island, Hon. T. B. Stockwell. In the way of completeness, these documents present reports from all the educational institutions of the State, as also the suggestions and recommendations of the local superintendents on a variety of educational topics,—a rich mine for the teacher and student of practical pedagogics. The present report is also interesting from the fact that, in spite of strenuous endeavors to the contrary, Rhode Island has, of all Northern States, the largest proportion of illiterates, "her percentage of all who are ten years of age and over being 11.2 against an average of 5.9 for all other Northern States and territories. Of foreign-born illiterates the State has 27.3 per cent.,—more than a quarter who cannot sign their own names,—a larger proportion than is found in any other State or territory in the Union." Of course much of this is accountable to the imported adult ignorance, beyond the reach of the schools. Among the children, however, the number of non-attendants at school seems to have continually increased in a greater proportion than the population of the State. In fact, from the returns it would tend to appear that the State has actually lost ground in its fight with ignorance; the proportion of such non-attendants being at present 25 per cent. of the whole school population. Census returns, however, are not over-safe material from which hastily to draw inferences. But such evidence of parental indifference strongly emphasizes the necessity of the lately enacted truant law, so repeatedly urged upon the Legislature by the able School Commissioner.

Notwithstanding this incubus of parental apathy, the schools themselves show very satisfactory progress; the attendance, especially, having increased, not only relatively, but absolutely more than the registration. Evidently the schools *hold* their pupils better than heretofore. They have not, however, reached the ideal, as, unfortunately,—and what is too common everywhere,—only two-thirds of the children who are enrolled are, at any one time, in attendance upon the schools. Much of this may be unavoidable, but much is due, as suggested by the School Commissioner, to the insensibility of this foreign element to the best interests of their children.

Statistics.—For a better view of the actual status of the work we quote the following statistics: Number enrolled (5 to 15 inclusive), 58,399; increase, 2,567; attending public schools, 36,109; increase, 1,054; attending other schools, 7,680; increase, 716; not attending any school, 14,706; increase, 880; pupils enrolled (public schools), 42,671; increase, 1,013; average number belonging, 31,579; increase, 810; average attendance, 28,553; increase, 1086; graded schools, 548; increase, 9; male teachers, 177; decrease. 5; female teachers, 953; increase, 20; changes in teachers, 346; increase, 19; average salary, $443 50; increase, $2 27.

From the above figures it will be seen that the increased enrollment (1,013) and attendance (1,086) has been chiefly in the schools already established; the whole number of schools having increased by nine only. The ungraded schools remain the same, in number, as last year, while the number of such schools having less than ten pupils has decreased one.

The increase in the number of teachers is also the same as last year, fifteen; but, as will be seen above, there is in the number of male teachers a decrease of five. This, seemingly a small matter in itself, is worthy of note as evidencing the continued tendency toward the withdrawal of men from the work of teaching. In fact, the ratio of male to female teachers has decreased rapidly during the past few years. In four years it fell 20 per cent. To-day the catalogue of the State Normal School shows a dozen young men out of 150 pupils! Another harmful tendency is seen in the continued change of teachers,—the bane of country schools. Nearly one-third of the teachers of the State have changed their location in the course of the year. The effects upon the pupils of such itinerant teaching are unfortunately too well known.

The statistics relating to the education of the teachers shows, however, a general and very satisfactory advance. The largest increase in any one grade is in the number of those who have had a normal-school training; a little more than 25 per cent. of the whole number having had such preparation for their work. It would also seem that the great body of normal-school graduates hold to their work more steadfastly than others.

Evening Schools.—In the matter of evening schools the State has had an experience similar to that of many others,—a general falling off both in number enrolled and in attendance. Here, as elsewhere, the country town is slow to recognize the evening school as a part of the system. As the Commissioner says, "In the laying out of the work in any town or village, the question of evening schools does not come into the account, save as perhaps some one person has been roused to the need, and also to the possibilities of such a school; and in case they are organized they are seldom supervised and controlled, so as to bring forth valuable results. Hence their existence is very fitful and correspondingly valueless."

Supervision.—The gross amount paid for supervision in the State, though varying but very little from year to year, seems to be toward a less expenditure rather than toward a greater. In fact, "with the exception of a few places, the amount of supervision demanded, and the compensation allowed, have been so near nothing that the thing itself has come to have, at least, a very doubtful significance, while in some instances it has undoubtedly been worse than none." More liberality in this department is now the great need of the State,—a liberality that will command the thought and labor of qualified experts.

Cost of Instruction.—Upon the side of economy the schools present a good showing. The average cost per capita, reckoned upon the regular running expenses of the schools, including supervision, has decreased about three per cent. upon the basis of the enrollment, four per cent. upon the average number belonging, and five per cent. upon the average attendance. These figures reveal the bearing that regularity of attendance has upon the actual cost of the education of the individual. Although the amount expended for teachers' wages is several thousands of dollars in excess of last year, still, owing to a large gain in the average attendance, the cost for each pupil's instruction is reduced 83 cents.

Evidently the State is doing well the educational work it has in hand. It now only needs an honest public support of the present truancy law, and a more liberal provision by the towns for the office of superintendent, to put the State in the foremost rank in the educational world. We know that Rhode Island's many friends of education will join hands with their untiring School Commissioner in bringing these things speedily to pass.

MATHEMATICS.

All communications intended for this department should be directed to the Editor, PROF. E. T. QUIMBY, *Hanover, N. H.*

—Solutions of Prob. 245 have been received from D. B. Bushby, Joseph Jackson, F. Jenney, J. W. Miller, J. K. Harley, and Miss A. D. Sauer.

SOLUTIONS.

Given, $x^2 + y = 11$ (1)

$x + y^2 = 7$ (2), to find y.

Square the value of x in (2), and substitute in (1), we get,

$y^4 - 14y^2 - y + 38 = 0$ (3).

As the term containing y^3 is wanting, we may assume,

$y^4 - 14y^2 - y + 38 = (y^2 + my + r)(y^2 - my + r')$ (4).

If we can find m, r, and r', it is evident we can find the value of y by quadratics. Performing the work indicated, we have,

$$y^4 - 14y^2 - y + 38 = y^4 + r \left| \begin{array}{l} y^2 + mr \\ -mr' \end{array} \right| \begin{array}{l} y + r \\ r' \end{array} \quad (5).$$
$$- m^2$$
$$+r'$$

Whence, $m^2 - r - r' = 14$ (6).

$mr' - mr = 1$ (7). $\quad rr' = 38$ (8).

From (6) $r + r' = m^2 - 14$, and from (7) $r' - r = \frac{1}{m}$.

Whence $r = \frac{1}{2}(m^2 - 14 - \frac{1}{m})$ (9).

And $r' = \frac{1}{2}(m^2 - 14 + \frac{1}{m})$ (10).

$\therefore rr' = \frac{1}{4}(m^4 - 28m^2 + 196 - \frac{1}{m^2})$ (11).

Comparing (8) and (11), we get $m^6 - 28m^4 + 44m^2 - 1 = 0$ (12).

Put $m^2 = z + \frac{28}{3}$, and we get, $z^3 - \frac{652}{3}z - \frac{32843}{27} = 0$ (13).

As this cubic comes under the irreducible care of Carden's rule, we must resort to the trigonometrical method. In Trigonometry we have found,

$\sin 3v = 3 \sin v - 4 \sin^3 v.$

Or, $\sin^3 v - \frac{3}{4}\sin v + \frac{1}{4}\sin 3v = 0$ (14).

Assume $\sin v = nz$ (15).

Whence we get $z^3 - \frac{3}{4n^2}z + \frac{1}{4n^3}\sin 3v = 0$ (16).

Comparing this with (13), we see that

$$\frac{3}{4n^2} = \frac{652}{3}, \text{ and } \frac{1}{4n^3}\sin 3v = -\frac{32843}{27}.$$

Whence $n^2 = \frac{9}{2608}$, and $n = \frac{3}{2\sqrt{652}}$.

Whence $n^3 = \frac{27}{1304\sqrt{652}}$. Whence $\sin 3v = -\frac{32843}{1304\sqrt{652}}$.

Or, $3v = -80° 31' 50''$. Whence v may be either

$-26° 50' 36\frac{2}{3}''$, $-33° 9' 23\frac{1}{3}''$, or $86° 50' 36\frac{2}{3}''$.

But from (15), $z = \frac{\sin v}{n} = \frac{2\sqrt{653}}{3}\sin v.$

Whence $z = -7.686761$, $-9,310268$, or 16.997029.

But $m^2 = z + \frac{28}{3}$. Whence $m^2 = 1.646572$, $.023064$, or 26.330362; or $m = 1.28319$, $.15187$, or 5.13132.

Putting a^2, b^2, and c^2, for these values of m^2, we observe that from (12), $a^2 b^2 c^2 = 1$, or $abc = 1$; also, $a^2 + b^2 + c^2 = 28$.

Then in $y^2 + my + r$ take $m = a$, and substituting the value of r as given in (9), we have $y^2 + ay + \frac{1}{2}(a^2 - 14 - \frac{1}{a}) = 0$

But $-14 = -\frac{1}{2}(a^2 + b^2 + c^2)$ and $-\frac{1}{a} = -bc$.

Whence $y^2 + ay + \frac{1}{2}(a^2 - b^2 - c^2 - 2bc) = 0$.

Solving, we have $y = \frac{1}{2}(b + c - a)$, or $y = -\frac{1}{2}(a + b + c)$. Similarly from $y^2 - my + r' = 0$, we get $y = \frac{1}{2}(a - b + c)$, or $y = \frac{1}{2}(a + b - c)$; or substituting the values of a, b, and c, $y = 2$, -3.28319, 3.13132, or -1.84813. These values substituted in (1) will give x^2; whence x.

By the above method it will be seen that, after finding the values of m, the values of y can be written from them.

M. C. STEVENS, *Lafayette, Ind.*

More than thirty years ago the editor of this column spent an evening with a young man, then his assistant in an academy, in reducing equations for amusement, and after reducing all we could find, we began to make equations such as we had never seen, to fill up the evening. We presently stumbled upon these which Mr. Stevens has reduced above, and they *filled the evening*.. Neither of us knew enough to know that they cannot be reduced by quadratics, and so we "fooled away", our time. About once in two weeks somebody sends us a postal-card, or a letter, with the very modest request that a "*solution*" be sent by return mail. We trust this reduction will satisfy all.—ED.]

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EDUCATIONAL INTELLIGENCE.

State Editor, F. B. GAULT, *So. Pueblo, Colorado.*

COLORADO.—Galpin and Whittier schools, Denver, have each a circulating library of 400 volumes, the product of joint effort of pupils and teachers.——The State has 552 school districts, and 122 school-houses of sod, adobe, or log. Average monthly salary of teachers in graded schools is, for males, $109 89; females, $68 45. Ungraded,—males, $51.23; females, $50 91. Average cost of tuition per month in graded schools is $2 19; ungraded, $2.66. Bonded indebtedness of State for school purposes, $780,633 63.

State Editor, ALBION N. FELLOWS, *East Waterloo, Iowa.*

IOWA.—Prin. John Wolfe, Des Moines High School, has been elected to the superintendency of schools at Mt. Pleasant.——Supt. Geo. S. Trowbridge, of Ackley, has given most excellent satisfaction in that city.——Cedar Rapids, like all cities of the first class, requires applicants for positions in the schools to pass an examination before the city Supt. In this way Supt. Freisner is securing an unusually efficient corps of teachers. Why is not the same plan introduced in smaller towns?——About this time many superintendents are desirous of introducing a little *fresh* blood into their schools. The best way we know of is to write to the *colleges*, to the president, or any professor, for graduates *who have taught*. There are a *great many* colleges. The best teachers for grade work can be had from the smaller colleges. Such teachers will always be found accurate in scholarship, harmonious in the corps, and *growing*.——Some of the State schools are beginning to recognize the fact that the exclusion of men from the schools may be one of the causes for the scarcity of boys in the upper grades.——The Inter State Oratorical Contest at Iowa City was a great success in every way. An excellent reception was provided, Prof. T. H. McBride, toast-master. The contesting delegations from Iowa were both at hand. McHenry and Pomeroy were admitted. Hereafter the constitution will be followed in the selection of judges. First honors were given to Chas. T. Wycoff, of Knox Coll., Illinois; second honors were awarded to G. D. Mackintosh, of Wabash Coll., Indiana. The officers elect are:—*Prest.* J. H. Wigan, Hanover, Ind.; *Vice-Prest.*—Chas. Klenphert, Columbus, O; *Sec.* and *Treas.*—C. H. Pomeroy, Iowa City. Kansas was admitted to the Assoc., which now includes Ohio, Indiana, Wisconsin, Minnesota, and Kansas.

State Editor, J. N. WILKINSON, *Decatur, Ill.*

ILLINOIS.—The educational statistics for the year ending July, 1883, have been thus summarized: There are 1,046,936 persons of school age, an increase of about 9,000 over the preceding year. There were 1,168 graded schools, including high schools, and 10,814 ungraded schools; 64 districts had no school. The enrollment in graded schools was 311,118, an increase of about 15,000 over 1882; in ungraded schools the enrollment was 406,267, showing an increase of over 11,000. The total enrollment was 717,385, and the average daily attendance 461,817. The graded schools employed 5 847 teachers, 1,127 of whom were males. The ungraded schools employed 16,700 teachers, 6,613 of whom were males. There are 151 high schools, enrolling 11,200 pupils, and 12,000 school-houses, 379 of which are built of logs. 731 private schools, taught by 1,754 teachers, enrolled 69,272 pupils. The highest monthly salary paid any male teacher was $270, an increase of $20 over 1882; the highest paid any female teacher was $190, an increase of $70 over 1882; the lowest salaries were, respectively, $13 and $12; the average salaries were $49 and $39; the whole amount paid teachers was $5,312,245, an increase of over $320,000 over 1882.

State Editor, A. S. OLIN, *Iola, Kan.*

KANSAS.—Eldorado schools close May 31.——Supt. Tillotson of Topeka has been unanimously re-elected. This is a deserved compliment.——Lawrence schools closed May 9. A new high school building will soon be erected in that city.——Atchison schools closed April 18 for want of funds to continue them longer. Increase of school population faster than taxable property is the difficulty.——Iola schools closed May 9. Work will at once begin on a new school building, for which the city has voted $17,000 in bonds. This will be a much needed improvement.——The Kansas Normal School, at Fort Scott, will enlarge its capacity during the coming summer.——The State Univ. has enrolled 578 students this year. Considering the fact that the lowest year of the preparatory department was cut off at the close of last year, this is a larger enrollment than ever before.——The term of five years for which text books were adopted in the Kansas schools will expire during the present summer, and districts will be again free to change as often as desired.——R. C. Story, formerly of Winfield, has re-entered the profession of teaching by accepting a position in Monroe Inst., Atchison.

MISSOURI.—In order to accommodate applicants for State certificates, who desire to attend the State Teachers' Assoc. June 24, 25, and 26, an examination will be held at Sweet Springs on the two days (June 27 and 28) following the session of the Assoc., so that all who wish can avail themselves of the opportunity thus afforded without additional expense. Rates at the hotel for these two days reduced to $1.50 per day. The examination will be written.

MICHIGAN.—Rev. J. F. Eaton, of the class of '76, Williams Coll., now principal of the schools of Lake Linden in this State, will probably take the chair of Latin Language and Literature, at Ripon Coll., Wis.——The Board of Ed. at Menominee has recently adopted a course of study recommended by Prin. F. H. Coe. The course is excellently arranged in three grades of four years each. The year is divided into semesters.——There are nine young ladies and four young men to graduate from the high school of Escanaba next month.

NEBRASKA.—Falls City is to have a college. The residence and grounds of Judge Dundy have been purchased, and the building will be remodeled ready for the school by the first of September. The teachers' institute will commence at Falls City, July 28, and continue three weeks.——Prof. W. P. Jones, educational editor of the *Inter Ocean*, has accepted the presidency of the Fremont Normal and Business Coll.

NORTH CAROLINA.—One of the most interesting and promising institutions of the South is Shaw Univ. for Colored People in Raleigh. It owes its existence largely to the liberality of Mr. Shaw of Massachusetts, Mr. Estey of Vermont, and others, as well as to the self-denying labors of its president, the Rev H. M. Tupper. In spite of much opposition in the past he labored on, until now the State Legislature has recognized the value of his work, and has given the ground on which to erect a medical school. The city of Raleigh has also agreed to furnish the supplies for a hospital, which the college hopes soon to build. There are now in the college about 450 students, nearly all of whom support themselves wholly or in part while prosecuting their studies.——The State Board of Ed. have located the normal schools for this summer at the following places: Chapel Hill, Wilson, Newton, Elizabeth City, and Franklin. Chapel Hill, Prof. J. L. Tomlinson, Supt.; Prof. E. V. DeGraff of New York, normal school instructor; opens June 17 and continues four weeks. At Newton Prof. M. C. S. Noble has been appointed Supt. Prof. W. C. Schaefner, of Kutztown, Pa., will be in attendance during the session; opens June 20. At Wilson, Rev. Sylvester Hassell, Supt; opens June 12. The only regular fund available this season is $500, appropriated to each normal school by the State, but these amounts will be somewhat increased by local aid.

State Editor, C. C. DAVIDSON, *New Lisbon, O.*

OHIO.—Supt. H. L. Peck has inaugurated a new movement in school work in the Barnesville schools. An industrial exhibition was recently held in the school building, in which was exhibited various specimens of the handiwork of the children. The exhibition crystallized an important educational idea,—a combination of the trained hand with the educated brain. Thinking and doing are co-ordinates. Every department of the school was represented, embracing every conceivable article from the paper dolls made by the infants to the steam engine made by the seniors of the high school. The movement is to be regarded not only as novel, but another step toward "industrial training in public schools."——Miss Mary Sprout, of the Wadsworth schools, recently received a five years' certificate.——The question of township supervision is being strongly urged in Montgomery Co.——S. A. Dickson and Frank Grandstaff will conduct a normal school at New Concord the coming vacation.——The next session of the Cambridge Normal School

will be under the management of I. A. Taurrehill and J. A. Beiss, both ex-county examiners.—J. W. Franklin is professor of Penmanship in the Gallia Normal Acad. at Galliopolis. The papers mention his work very favorably.—J. K. Aydelotte, Co. Examiner of Hamilton Co., is one of the enthusiastic and progressive young teachers of that county.—The *Normal Review* is the name of a vigorous educational sheet, published at Waynesburgh, of which P. C. Palmer, principal of the Eastern Ohio Normal School, is editor.

State Editor, T. C. KARNS, *Union City, Tenn.*

TENNESSEE.—The first assembly was held at Monteagle last year. A good beginning was made, but a great step forward is to be taken this season. The Ex. Com. have elected as Supt. of Instruction Dr. J. H. Worman, of Vanderbilt Univ., who has accepted, and is now pushing the work vigorously. The work at Chautauqua is to be duplicated, or perhaps surpassed, and Monteagle becomes the Southern Chautauqua. The assembly will open July 1 and continue two months. The first month will be devoted to normal instruction in English, modern and ancient languages, science, music, art, political economy, kindergarten work, etc. The best lecturers in the county are to be engaged. Prof. W. N. Ellis, of New York, with a corps of able assistants, will have charge of the school of music; the art school will be under Prof. L. S. Thompson, of Indiana; Dr. Dickinson, Sec. of Board of Ed. of Massachusetts, has been secured for the department of pedagogics and general normal work. The above are only a few notes gleaned from the extensive program recently published in the Nashville *American*. Other distinguished educators too numerous to be mentioned are to be present and assist in the work.

VIRGINIA.—The anniversary exercises of the Hampton Normal and Agl. Inst.,—D. C. Armstrong, principal,—will be held at Hampton, Thursday, May 22.

WASHINGTON, D. C.—A sub-committee of the House Com. on Coinage, Weights, and Measures, is considering the propriety of introducing the metric system in a more general form than it is at present. Were it to be used by the Government in the customs, revenue, postal service, etc., it might not be long before the old order would disappear; and Great Britain, which is now the main opponent to the universal use of the system, might thereby be constrained to adopt it also.

WISCONSIN.—The State Board of Examiners for State Certificates will meet at Madison, July 10, 11, and 12, instead of July 21, 22, and 23, beginning at ten o'clock of the 10th. Opportunity will thus be afforded to any interested in this examination to take advantage, if desired, of the extremely low excursion rates offered by railway companies, immediately after the meeting of the National Educational Assoc, which occurs July 15–18.

NEW-ENGLAND DEPARTMENT.

MAINE.

State Editor, THOMAS TASH, *Portland, Me.*

— There is now a bequest for an institution for the education, in the village of Springvale, of young ladies, in the near future, left by a well-remembered member of the Masonic order.

— A committee has been appointed to solicit funds for the purpose of building a school-house at Oak Grove, Vassalboro, in place of the one destroyed by fire a little over a year ago. It is decided to raise $5,000.

— In Lewiston the school committee has decided to confer diplomas on scholars completing a full course at the grammar school.

— The York Co. Educational Assoc. held its semi-annual session at Berwick, May 2 and 3, and the exercises of the occasion proved of unusual interest. The president, B. P. Snow, of Biddeford, presented a paper on "Teaching Power," and an essay of much point and weight on the "Test and Marking Systems," was read by Prin. E. P. Sampson of Saco. In the evening Hon. W. J. Corthell gave an admirable address on "Memory Training" Saturday, a carefully prepared historical paper on "Komensky and Educational Reforms," was given by B. R. Melcher, of Saco. The Maine teachers were glad to welcome Prof. Rich, of Great Falls, N. H., and other teachers from that portion of the Granite State.

— The Berwick High School is starting auspiciously under the lead of the new principal, Mr. Cottle.

— The principals of the Berlitz School of Languages have decided to open a summer school, in French and German, at Bucksport, commencing July 10. They will occupy the buildings of the East Maine Conference Sem.

— The juniors of Bowdoin Coll. are deep in the mysteries of mineralogy under the instruction of Prof. Robinson. Bowdoin is probably best situated for a practical study of mineralogy of any college in the country. Nearly all the common minerals, and many of the rare ones, are found within a radius of eight miles.

NEW HAMPSHIRE.

— Prof. W. A. Robinson, A.M., of Franklin Falls, general manager for New Hampshire of the excursion West, to attend the meeting of the National Teachers' Assoc. at Madison, Wis., the 1st of July, informs us that a very large party from the Granite State are expected to be avail themselves of this rare opportunity.

— The Dover school board has voted to adopted the free school-book system.

— Fred W. Plapp, '85, and Hans P. Anderson, '86, have been appointed assistant librarians at Dartmouth Coll. The Phi Beta Kappa Society has chosen Charles Dudley Warner, poet, and James T. Trowbridge, orator, for the commencement.

— The *High School Argo*, a semi-monthly published by the members of the Manchester High School, is receiving well-merited compliments from all sides.

— Miss Nettie F. Ainsworth, a graduate of the Manchester Training School, has been chosen as teacher in one of the grammar schools at Tilton.

— A new school has been started in the Wilson-hill Building at Manchester, and Miss Susie H. Frame appointed teacher, and Miss Ella B. Hope as principal of the building.

— The old intermediate school-building, which has figured so largely in the educational history of Manchester, has been turned over to the city government to be remodeled and converted into a police station.

— New Hampton Institution opens its summer term with over one hundred students in attendance.

— Oxford has put its schools under the supervision of Miss Nancy Cushman.

VERMONT.

— Supt. Dart is keeping up his educational meetings, and will hold public sessions at North Craftsbury, May 20; at Wolcott, May 21; at Greensboro, May 22; at Noyesville, May 23.

— St Johnsbury Acad. was founded 41 years ago. In 1873 the present spacious and substantial buildings were dedicated. The institution has a permanent fund of $100,000, the income of which is available for general expenses. The main school-building contains a gymnasium, six recitation rooms, a chemical laboratory, a philosophical apparatus room, two class-rooms, and a chapel; also a hall seating 1,000 persons. South hall contains 60 rooms for the residence of teachers and pupils. In addition to the usual courses of study in college preparatory schools, the academy offers superior facilities for the profitable study of natural science, since it has extensive philosophical and astronomical apparatus, and a chemical laboratory furnished for both illustrative and practical work. Instruments for surveying, and a good cabinet of minerals. The aggregate number of students last year was 414, representing 78 different

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towns and 12 States. The next graduating class numbers 75. The principal of the academy is Charles E. Putney. The institution received its endowment fund through the munificence of the Fairbanks family, the members of which constitute the Board of Trustees.

MASSACHUSETTS.

BOSTON.—The George-Putnam School, Egleston Square, was formally dedicated on Friday afternoon, May 9. The exercises were very interesting, and the work offered for inspection in the school reflected great credit on the master, Mr. H. L Clapp, and his able corps of assistants. The building is a large three-storied, ten-room structure, built of brick, resembling somewhat the Norman-French style of architecture, and is very pleasantly located. All of the rooms are high, light, and airy, opening direct into broad corridors which are reached by broad and easy-ascending stairways.

— Henry Lefavour, class of '83, has been appointed instructor in French and mathematics at Williams Coll.

— Two vacancies in the Board of Trustees of Amherst Coll. exist by reason of the expiration of the terms of Mr. G. Howland of Chicago and Mr. F. A. Walker of Boston, and the alumni are requested to nominate candidates on or before May 15. The name of Waldo Hutchins, Esq., of New York, has been suggested by the alumni of that city.

— Secretary Dickinson and agents, Walton, Martin, and Prince held a very successful institute in Springfield on the 9th inst. More than 250 teachers were present.

— The Springfield High School will graduate an excellent class of 49 in June.

— At the Draper speaking at Phillips Acad., Andover, May 6, the first prize, $20, was awarded to A. H. Miller, of Philadelphia; the second, $12, to A. F. Stearns, Amherst; and the third, $8, to L. W. Bacon, Jr., Norwich, Conn.

RHODE ISLAND.

State Editor, LEWIS H. MEADER, *Warren, R. I.*

— The schools in Centreville have entered upon the summer term with Mr. B. P. Tabor and Miss H. H. Leader as teachers.

— Miss Sarah Ashworth teaches in Anthony.

— Miss M. Coe, who has closed her labors as teacher in Auburn, was very pleasantly remembered by her pupils at the close of last term.

— The kindergarten school in Phenix is a pronounced success, and is a credit to the progressive spirit of the place. Let other towns on the west side of the Bay do likewise.

— Miss L P. Richardson, of North Smithfield, was presented by her pupils with an elegantly bound Bible at the close of last term.

— The Legislature closed its session Friday, May 2, having been in session 92 days.

— A rousing temperance meeting was held in Music Hall, Friday, May 2, in which 1,400 grammar-school children, 500 high-school pupils and 300 teachers (of Providence) participated. Mrs. G. Martin presided. Mr. A. A. Stanley presided at the organ; Prof. Hood conducted the singing.

— Addresses were made by Mrs. J. H. Barney, Rev. C. L. Goodell, Rev. Richard Montague, and Rev. J. B. Hamilton, who illustrated his lecture with dissolving views.

— The school trustees for Arctic for the ensuing term are: F. Tucker, M. Black, and F. Collins.

CONNECTICUT.

— The graduating exercises of the Hartford High School were held last week for the first time in their elegant new building. There were the usual number of graduates, and the speakers acquitted themselves with great credit. The reception which followed is said to have eclipsed all others in its brilliancy.

— At a recent gathering of the New England Coll. Prests., the views of Prest. Porter were very pronounced on the subject of coëducation. He stated that the duty of Yale to young women was completed when it gave the best advantages to young men. It is his belief that ladies can be much better educated in colleges of their own than in any "annex" of our larger universities.

— They have an efficient School Board in Torringford who appreciate the value of the smaller schools, and now give them as good teachers and as long terms as the larger schools.

— A teachers' meeting was held on Friday at Middlefield, which was well attended by the teachers of the adjoining towns. Mr. Cooley of England gave an admirable talk on "The Elements of Grammar," and was followed by Supt. Bishop, Sec. Hine, and others.

— Donald G. Mitchell ("Ik Marvel"), Prof. Moses C. Tyler, and Stedman, the poet-banker, are among those mentioned to succeed to the Yale professorship made vacant by the resignation of Prof. Cyrus Northrup.

— Ex-Sec. Northrop has declined an invitation to the presidency of the State Univ. of Northern Dakota, and will continue the work of organizing associations for village improvement. He has already formed over 200 societies in various parts of the country.

— The new training school for teachers is now filled with pupils, and several of the graduates of the high school have already commenced their course of training. Miss Wilcox, of the Fair-street School, has been transferred, and will be an efficient worker in the new school.

— The annual report of the "Bureau of Statistics of Labor" of New Jersey has a favorable notice of the industrial work of the Dwight and Skinner schools of New Haven. Mr. Bishop, the chief of the Bureau, made a personal inspection of the work early in the winter.

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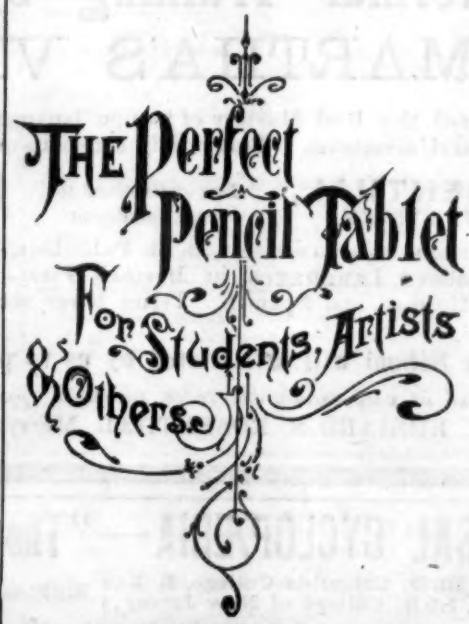

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Resolved, "That the Mass. W. C. T. U. indorse the *Hygienic Physiology*, by Joel Dorman Steele, Ph.D., published by A. S. Barnes & Co., New York, and edited by Mrs. Mary H. Hunt, Superintendent of Scientific Instruction of the National W. C. T. U., as a standard work on the action of alcoholic stimulants and narcotics, and recommend it to the School Boards of the State as a text-book."

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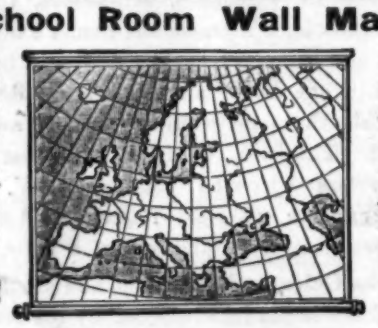

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